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ABSTRACT

Designed to assist teachers of students in grades 10-12 who wish to use the newspaper as a supplemental tool in law-related education, this guide provides model lessons demonstrating ways in which the daily newspaper can enhance textbook material. Although the guide is based on ongoing law-related education programs in St. Louis Public Schools, it can easily be adapted to fit most law-related education courses. Articles included in the guide are intended as examples to illustrate the type of article that could be found in any daily newspaper; teachers will want to use current articles from local newspapers with each lesson. The first of two sections illustrates how different parts of the newspaper (e.g., news, features, comics, advertisements, business and finance, sports) can be used in teaching a variety of law-related concepts. Model lessons have been developed for each part of the newspaper, as well as suggestions for developing lessons. Section II provides model lessons for educators in five law-related areas: criminal law, consumer law, family law, housing law, and individual rights law. The document concludes with a list of law-related texts and resources. (LH)

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NEWSPAPERS AND LAW-RELATED EDUCATION

[Grades 10-12]

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NEWSPAPERS AND LAW-RELATED EDUCATION

[Grades 10-12]

by Sandra Diamond and Linda Riekes

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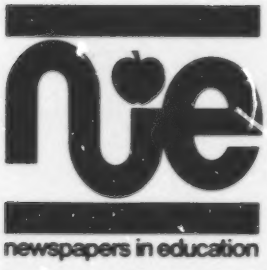

ST. LOUIS POST-DISPATCH
An Independent Newspaper

St. Louis Globe-Democrat
An Independent Newspaper

SAINT LOUIS PUBLIC SCHOOLS

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TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS i
PREFACE ii
HOW TO USE THIS GUIDE iii
INTRODUCTION: THE IMPORTANCE OF NEWSPAPERS IN LAW-RELATED EDUCATION 1
SECTION I: PARTS OF THE NEWSPAPER 3
TEACHER INFORMATION OF SECTIONS 4-22

News Section
Model Lesson: A News Story Comes Alive 4
Editorial Section
Model Lesson: Introduction to the Editorial Page 6
Model Lesson: Analyzing the Newspaper Editorial Section 7
Model Lesson: Analyzing Editorial Cartoons 7
Feature Section
Model Lesson: Identifying Law-Related Information in the Features 8
Advertisements
Model Lesson: Evaluating Newspaper Advertisements 10
Business and Financial Section
Model Lesson: Using Newspapers to Analyze Consumer Issues in the Business and Financial Section 12
Consumer Information
Model Lesson: Understanding Consumer Law Through the Newspaper 14
A Guide to Dollars/Sense 15
Sports Section
Model Lesson: Sport Contracts and the Newspaper 16
Photojournalism
Model Lesson: Newspaper Photos and Law-Related Education 18-19
Columnists
Model Lesson: Developing Critical Thinking Skills with Newspaper Columns 20
Comics
Model Lesson: The Comics and Law-Related Issues 23

SECTION II: LAW-RELATED AREAS AND THE NEWSPAPER 25

Introductory Law-Related Lessons
Model Lesson: Law Search 26
Model Lesson: Organizing a News Article Notebook 27
Model Lesson: Planning a Weekly Calendar of Law-Related Activities 27
Criminal Law—Introduction
Model Lesson: The Criminal Justice Process in Action 28
Model Lesson: Juvenile Law and the Newspaper 29
Model Lesson: Crimes and Trials in the News 29
Consumer Law—Introduction
Model Lesson: Repossession Rights 30
Family Law—Introduction
Model Lesson: Analyzing Child Custody Options 32
Housing Law—Introduction
Model Lesson: Renovation and Housing Law 34
Individual Rights Law—Introduction
Model Lesson: Examination of Free Press-Fair Trial 36
Model Lesson: Separate But Equal — High School Contact Sports 37
Model Lesson: Religion, Schools, and the First Amendment 38

ADDITIONAL LAW-RELATED TEXTS AND RESOURCES 41

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PREFACE

The original impetus of putting the Law and Education Project of the St. Louis Public Schools and the Newspapers in Education Program of the St. Louis Post-Dispatch and the St. Louis Globe-Democrat together began with the American Bar Association's Youth Education for Citizenship and the American Newspaper Publishers Association. These two organizations asked for proposals to demonstrate the importance of a free press in a democratic society. Using this concept of a free press as a basis, we went a step further and decided to develop a proposal that would give teachers guidelines on other ways the newspaper can be used to teach not only free press issues, but other law-related issues as well.

With the approval of the project proposal by the St. Louis Board of Education, a unique cooperative effort was established between the newspaper industry and the field of education. The proposal for the project was submitted to the American Bar Association and the American Newspaper Publishers Association and was accepted.

The project involved twenty-six St. Louis Public School teachers representing the fifth through twelfth grades. Teacher in-service and curriculum development were major components of this pilot project. The teachers in their law-related education classes, integrated the newspaper and developed pilot lessons demonstrating how the newspaper could be used in various law-related areas. The final outcome of this pilot project was the development of the two guides: Newspapers and Law-Related Education (5-9) and Newspapers and Law-Related Education (10-12).

HOW TO USE THIS GUIDE

Newspapers and Law-Related Education is a guide designed to assist educators who wish to use the newspaper as a supplemental tool in law-related education. Two guides have been developed — one intended for grades five through nine and one intended for grades ten through twelve. The foundation for both guides is based on ongoing law-related programs in the St. Louis Public Schools, and both guides can easily be adapted to fit most law-related curriculums.

The purpose of these guides is to provide educators with model lessons demonstrating how law-related education learned in the texts can come "alive" by using the daily newspaper. The guides provide the teacher with ideas for lessons which give students the feeling that they are learning something which they can use immediately and to which they can relate. This guide is based on the premise that law-related activities are being taught in the classroom, and newspaper activities can help to dramatize these important law-related concepts.

The secondary guide is divided into two sections.

SECTION I — "Effective Use of Newspapers in Law-Related Education: Parts of the Newspaper — illustrates ways in which different parts of the newspaper, such as, news, features, comics, advertisements, etc., can be utilized in teaching a variety of law-related concepts. MODEL lessons have been developed for each part of the newspaper and offer educators ideas on how to develop law-related lessons pertaining to different parts of a newspaper. These models were developed to serve as examples. Teachers are encouraged to use their newspaper daily. In addition, teachers are also encouraged to expand the ideas presented and develop new ideas which incorporate current law-related information into their existing law-related curriculum.

SECTION II — "Effective Use of the Newspaper in Law-Related Education: Law-Related Areas — provides model lessons to educators in five law-related fields: criminal law, consumer law, family law, housing law, and individual rights law. Again, teachers are encouraged to use these lessons as models for further development of the law-related areas as found in the newspaper.

Where possible, this guide tries to cross reference law-related information found in both Section I and Section II. For example, in the lesson pertaining to individual rights, a note to the teacher is provided explaining that an additional model lesson on individual rights can be found in Section I under News.

As teachers use this guide, the following should be kept in mind:

1. Make sure the newspaper is an integral part of your law-related study and that the information you select to use has an appropriate relationship to where you are in your law-related curriculum.
2. Model lessons provided demonstrate a variety of teaching strategies that may be helpful. Utilizing these and other teaching strategies will greatly enhance your students utilization of the newspaper in their law-related program.

INTRODUCTION:
THE IMPORTANCE OF NEWSPAPERS IN LAW-RELATED EDUCATION

Traditionally, newspapers have been used by teachers in many different ways. The most popular was to have students read an article and discuss it or use articles for bulletin board displays. Finding the newspaper an inexpensive and accessible teaching tool, teachers have incorporated the newspaper into their curriculum. Following are some of the ways educators now use the newspaper:

1. To update current textbooks
2. To localize information
3. To bring real-life situations into the classroom
4. To serve as a catalyst for discussion and action
5. To act as a focal point for research, study and action
6. To act as a resource for bulletin boards

Since law-related education is becoming an integral part of a student's education and since the newspaper is filled with law-related topics, the newspaper can and should be used by law-related educators. Law-related education personnel can use the newspaper as a learning tool to stimulate interest in researching more about the law, to teach students to critically analyze, to motivate students to compare, and to encourage students to learn practical information.

In discussing the use of the newspaper with several attorneys, it was discovered that while they support the use of the newspaper in the law-related education classroom, they are concerned about students basing their knowledge of recent Supreme Court cases solely on newspaper accounts. According to area attorneys, the best way the newspaper can be used in Supreme Court cases is as a catalyst for students discovering what the issues are in the cases. Attorneys can then be invited to classrooms to provide a more in-depth knowledge of the decision and the constitutional issues involved.

Following are some ways the newspaper can be used in a law-related classroom:

1. Law-related educators might find it helpful to provide students with the Post-Dispatch and Globe-Democrat for a week and have the students do a comparative study of police work, crime reporting, portrayal of court cases, juvenile delinquency, and freedom of the press as presented in the two newspapers. A comparison sheet with questions and points to look for could be developed.
2. Students may also compare how local and national television news presented a major law-related story, and then contrast this to the coverage given the story by the daily newspaper(s). A survey of what affects people's thinking on a television or newspaper issue could be another valuable lesson.

In addition to teaching law-related topics, the newspaper serves as a valuable tool to assist students in improving everyday reading skills. Students might be interested in conducting a survey to see how many people just read the headlines and the first paragraph and base their knowledge on this limited reading. Students should have a knowledge of how and why people read a newspaper. Students should understand if they don't like the way an event was portrayed, they should write a letter to the editor. Then they can assess, through action and research, what effect mail has on a newspaper. Students might also be encouraged to learn about the editorial page and how to analyze editorial cartoons.

The use of the daily newspaper can also lay the foundation for an investigation and understanding of free press issues. Newspapers can and do act as catalysts to motivate students to think critically about the role of a free press in our society. Newspapers are excellent resources for many free press issues including free press/fair trial, confidentiality of sources by reporters, the role of a free press in a democratic society, and many others. Newspaper articles

on these and other free press issues afford the teacher an opportunity to present the most current information on freedom of the press. Likewise, careful use of the newspaper allows students the opportunity to gather information, ask questions, and clarify their thoughts regarding First Amendment rights. Teachers will find free press issues presented in newspapers easy to adapt to classroom useage. What could be more exciting than to read an article about a trial and then debate whether printing this story interfered with the right of the accused to a fair trial.

The strength of a newspaper is that it stimulates a reading and thinking public — the cornerstone of a democratic society. Law-related education should utilize the newspaper to the fullest. It is the intent of the Newspapers and Law-Related Education Project to work toward this goal.

SECTION I:
PARTS OF THE NEWSPAPER

This section provides the teacher with information and model lesson plans which acquaint teachers with different parts of the newspaper. Specifically, ten areas of the newspaper are highlighted: news, editorials, features, advertisements, business and financial, consumer, sports, photo-journalism, columnists, and comics. However, this does not exhaust all law-related information found in the newspaper.

Generally speaking, almost every section of a daily newspaper has information that can be used in conjunction with law-related education. Newspapers are excellent motivational tools and serve to localize information bringing real-life situations into the classroom. When beginning to use the daily newspaper as a resource, law-related educators will find it helpful to spend a few days acquainting students with the makeup of a newspaper as well as the general purpose and function of a newspaper. (Note: Bibliography: Newspaper in Education Publications published by the American Newspaper Publishers Association Foundation, is an excellent source for materials on parts of the newspaper. Likewise, legal dictionaries, such as Law Dictionary and Law Dictionary for Non-Lawyers, provide good definitions of legal terms.)

Preliminary work in understanding the makeup of a daily newspaper will help teachers and students make effective use of law-related information found in the newspaper.

In addition, it is important to recognize that teachers can utilize a variety of teaching strategies when using the newspaper to teach law-related concepts. Some model lessons that follow have been developed to demonstrate just how strategies such as role play, debate, simulations, and discussions can be used with different sections of the newspaper. Teachers should view these model lessons as examples as they begin to develop their own lessons incorporating current law-related topics found in the daily newspaper.

By varying the technique, educators will find it easier to motivate students and enhance analytical and critical thinking skills.

A NEWS STORY IS WRITTEN

News stories are summaries of important events presented in an objective manner and are primarily concentrated in the first section of the newspaper. The opening paragraph of a news story, called the lead, gives most of the 5 W's (Who? What? When? Where? Why?). A news story is written in an "inverted pyramid" so that the most important information is presented first, and the least significant facts appear at the end. This method is helpful to both the readers and editors. Readers who are in a hurry can get the major ideas by skimming the top paragraphs. Editors who must fit a story into a limited space can trim it from the bottom without removing important facts. Although good reporters are careful not to write their opinions into their stories, total objectivity is impossible. Headlines capsulize the main point of each news story; since they are only short summaries they cannot be entirely complete. The news stories that appear on page one contain the news that the editors feel is of most importance to most people.

There are four types of news stories. These include: international, national, state, and local. It is with news stories that a teacher can promote the concept of free speech or free press and reinforce and bring alive such concepts as criminal law, juvenile law, consumer law, family law, housing law, individual rights law and environmental law, such as provided in the model lesson that follows. Law-related educators can utilize news stories to motivate and challenge students involved in law-related education.

The following model lesson is an example of how a news article can be utilized in developing a lesson in law-related education.

Lesson Title:

A News Story Comes Alive

Objectives:

After completing this lesson, the students will be able to:

1. Locate law-related issues appearing in news stories.
2. Define law-related terms appearing in a news story.
3. Compare the U.S. legal system to other countries based on information found in a news story.

Materials:

A daily newspaper
Law-related textbooks
Model lesson — "Russian Students Sentenced," St. Louis Post-Dispatch, Tuesday, September 25, 1979.

STUDENTS SHOULD REVIEW PRINCIPLES OF THE U.S. LEGAL SYSTEM IN THEIR LAW-RELATED TEXTS PRIOR TO BEGINNING THIS LESSON.

Procedure:

1. Students will find a news story that contains law-related information.
2. Students will read the article and underline any word(s) with which they are not familiar; make a list of these words and define them.
3. Have students summarize the article. (See model lesson for example.)
4. Have students make a chart showing the similarities and differences between the U.S. legal system and the foreign legal system. Discuss these similarities and differences.
5. Make a list of legal concepts important to Americans that may have been violated by the foreign legal system.

Russian Students Sentenced

MOSCOW (UPI) — Two university students have been sentenced to labor camps for malicious hooliganism because they shouted anti-Communist slogans in the Moscow subway, dissident sources say.

Sergei Yermolayev, 19, and Igor Polyakov, 24, were sentenced to four and 3½ years of labor respectively in "strengthened regime" camps, the sources said Monday.

There were no defense witnesses at the one-day trial, they said. The chief witness for the prosecution was a KGB (Soviet secret police) colonel riding on the same train.

He testified that the two shouted "Down with the Communist Party" and created a disturbance until they were arrested on Jan. 13, New Year's Eve by the pre-revolutionary Russian calendar.

Reprinted from Tues., Sept. 25, 1979

ST. LOUIS POST-DISPATCH

IN AN "INVERTED PYRAMID"

U.S.	Foreign
1. Trial by jury	1. Trial by jury
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

The editorial section including editorials, the public's viewpoint, editorial cartoons, and in-depth analysis of the news, usually deals with controversial, political, legal, economical, and social issues. Editorials are critical interpretations of significant events. The most common editorial is one that expresses an opinion of the newspaper's owners and managers. Editorials can also serve to clarify, entertain, or praise. The editorial section contains an editorial cartoon in which a cartoonist presents his or her ideas in picture form. Editorial cartoonists usually do not have to draw cartoons involving principles or causes in which they do not believe.

In addition, the editorial section contains editorial columns. These are signed articles of personal comment. Unlike editorials, these do not necessarily reflect the view of the paper's management. If fact, columnists who appear on the same editorial page often conflict. Their articles serve to give insight into controversial issues and to encourage readers to form their own judgments. Law-related educators should become very familiar with the editorial section of their newspaper(s). Unlike news stories which give a factual account of what happened, the editorial section usually offers opinions dealing with comparative legal systems, justice, democratic governments and principles, fair housing, free press, and many other law-related areas. This is an excellent section to use when stressing a particular law-related point or emphasizing the difference between fact and opinion.

The following model lessons give examples of how to incorporate the editorial section of a newspaper into a law-related curriculum.

Lesson Title:
Introduction to the Editorial Page

Objectives:

After completing this lesson, the students will be able to:

1. Distinguish between fact and opinion.
2. Discuss the makeup and purpose of the editorial page.
3. Discuss the relationship between the First Amendment and the Editorial Page.

Materials:

A daily newspaper—editorial section
Law-related textbooks

Procedure:

1. Have students turn to the editorial section of the newspaper.
2. Have students discuss the difference between fact and opinion.
3. Have students scan the editorial section and make a list of opinions found in this section.
4. Would you find these opinions in the general news section of the newspaper? Explain fully.
5. Why are so many different viewpoints presented in the editorial section?
6. What would happen if a person were punished for his/her editorial comments?
7. If you knew you would be punished for writing someting in the newspaper would you still write? Why or why not?
8. What role does the First Amendment play in creating editorial policy?

Using a current school newspaper, have students create an editorial page for that paper. Students should include editorials, letters to the editor, an editorial cartoon, and any other information found in the editorial section of a daily newspaper. Teachers might check with journalism classes to see if this editorial page might be published in the school newspaper.

Lesson Title:
Analyzing the Newspaper Editorial Section

Objectives:
After completing this lesson, the students will be able to:
1. State the main idea of an editorial.
2. State the point of view of the editorial writer.
3. Formulate their own position on a controversial law-related issue.

Materials:
A daily newspaper — editorial section
Law-related textbooks

Procedure:
1. Have students scan the editorial page and select an editorial or letter to the editor that is law-related in content.
2. Have students read the editorial and/or letter and:
   a. Write down the main idea.
   b. Write the opinion of the writer that has been presented.
3. Next, have students write their own opinion on the topic and why they feel the way they do. (Students might be encouraged to take their editorial and try to write the opposite viewpoint. This would give students a chance to see the issue from both sides.)

Follow-up:
1. Have students draw an editorial cartoon to illustrate a selected editorial.
2. Have students set up an Editorial Review Board. The purpose of this board would be to review that day's editorials and make a report to the class as to:
   a. The law-related content of the editorials.
   b. Whether they agree or disagree with the editorials.
   c. Whether there is any law-related issue on which they recommend the class take action.
3. Have students select law-related editorials and/or letters to the editor and analyze them for their effectiveness.
4. Have students develop a law and/or rule that expresses the editorial writer's opinion. The class could then vote on the laws and/or rules.

Lesson Title:
Analyzing Editorial Cartoons

Objectives:
After completing this lesson, the students will be able to:
1. State the main idea of an editorial cartoon.
2. State the point of view of the editorial cartoonist.
3. Formulate their own position on a law-related controversial issue depicted in an editorial cartoon.

Materials:
A daily newspaper — editorial section
Model lesson — 'We Have To Balance The First Amendment Against Other Constitutional Rights', St. Louis Post-Dispatch, Sunday, July 8, 1979.

Procedure:
1. Have students find the editorial cartoon and spend a few minutes analyzing it.
2. Have students determine the main idea of this cartoon.
3. Is this cartoon law-related? Explain.
4. Using the model lesson provided as an example, teachers could develop the following type of questions for discussion of a law-related editorial cartoon.
   a. Who does the man standing represent?
   b. Who does the man in the scale represent?
   c. What does the scale symbolize?
   d. What is the newspaper's attitude toward the court? Toward the press?
   e. What is the main idea of this cartoon?
   f. Rewrite the caption.
   g. Why is Nixon's name brought into this cartoon?
   h. Do you agree or disagree with this cartoon? (Teachers can divide their classes into two sides and hold a debate.)

Follow-up:
1. Have students write an editorial to go along with this cartoon or the reverse of this cartoon.
2. Have students develop their own editorial cartoons concerning constitutional amendments and the courts.
3. Have students develop their own editorial cartoon on other current law-related issues found in the newspaper.
4. Teachers may wish to work with their school newspaper and submit some of these editorial cartoons for publication.

'We Have To Balance The First Amendment Against Other Constitutional Rights'

ST. LOUIS POST-DISPATCH Sun., July 8, 1979

A feature is a story in which the interest lies in some factor other than straight news value. A news story relies on the inverted pyramid form where all essential information is included high in the story, basically in the lead or first paragraph. The theory behind this is should the story have to be cut for space purposes the usual procedure would be to cut from the bottom. If all the essential material is high in the story, cutting it from the bottom will not do great harm to the story. The inverted pyramid form is not normally used for features, because the writer wants to attract the reader's attention and hold it to the end. Therefore, in a feature the reader would not find the 5 W's in the lead paragraph as he or she would in a straight news story.

Often a feature will be an elaboration of some specific point in a news story. For example, a news story might be written about a political candidate. A feature story may be used to highlight that political candidate's viewpoints, family life, or involvement in community activities. Other features are personality sketches or human interest stories. Not all feature stories are alike, but they do have similar characteristics. They try to appeal to the reader's emotions. In addition to feature stories, the feature section also includes book, music, film, drama, and art reviews, as well as fashion news, recipes, and advice columns.

Teachers involved in the teaching of law-related education should not overlook the features as a source of law-related information. Many times features include stories related to proposed new laws, prison reform, zoning laws, fair-housing issues, credit cards, comparative shopping information, pollution and controls, and tips on buying a home, to name a few. The following model lesson offers teachers ideas on how to use the feature section of a daily newspaper to enhance a law-related lesson or develop new law-related lessons.

Lesson Title:
Identifying Law-Related Information in the Features

Objectives:
After completing this lesson, the students will be able to:
1. Identify and state the purpose of a feature article.
2. Recognize and analyze common marketing techniques which influence consumers.
3. State at least four published tips for shopping wisely.
4. Identify specific strategies designed to protect the consumer.

Materials:
A daily newspaper — Everyday and/or Living section
Model lesson — "Store Design Part of Shopping Psychology," St. Louis Globe-Democrat, Wednesday, October 24, 1979, page 4C.

Procedure:
1. Have the students select a feature that contains law-related information. (See model lesson for example.)
2. Have students read the article and answer the following:
   a. Who is Karen Owens?
   b. Name four marketing practices used to entice the consumer to buy.
   c. Name the strategies that Ms. Owens suggests to help protect the consumer.
3. Have students divide into groups and brainstorm other techniques that are used to entice a consumer to buy and strategies that would protect the consumer. Have students put these into a chart entitled, "Supermarket Psychology."

Supermarket Psychology

Techniques to Get Consumer to Buy

Strategies to Protect the Consumer

4. Have students develop other charts such as one entitled, "Department Store Psychology." (Students might want to visit three or four department stores prior to this assignment.)
   a. Do all stores practice the same techniques to "get" consumers to buy? If not, how do the stores differ?
   b. Develop a marketing plan for each store with tips on how to get people to buy products in that store.

Follow-up:
Have students develop a notebook entitled, Consumer Guidelines. Include in this notebook ideas on how to shop wisely at the department store and the supermarket. Also include laws and regulations that consumers should be aware of. Make copies of these and hold consumer information sessions where students inform other students and parents of their findings.

(NOTE: Dollars/Sense, consumer guide of the St. Louis Post-Dispatch would be an excellent resource for this lesson.)

Store design part of shopping psychology

By JOANNE WILL

The average consumer spends 15 to 20 minutes shopping in a large supermarket, selecting from among as many as 6,500 products and is subject to any number of marketing techniques to entice her to buy more, said Karen Owens, a registered dietitian, nutrition educator and consultant to the food industry.

If shoppers are aware of supermarket psychology, they can join the game rather than be victimized by it. And, Owens says, they might save themselves money by controlling impulse purchases.

Both food companies and retailers use techniques such as these:

— A product label is designed to catch the customer's attention. "Look at a box of Tide and see the big rings on the package — they draw you in," Owens said. When Pillsbury, a company Owens represents, introduced a snack food called Wheat Nuts, they chose a distinctive red label because most of the nut snacks the products would compete with have blue labels. Thus it would stand out on the shelves.

— Have you ever noticed music in a supermarket? "It's music to consume by ... it's recognizable, a little peppy, music to hum to," she said.

— The placement of foods can make a difference too. In most stores milk, a frequently purchased product, is at the back of the store, she said. To get there a shopper has to pass a lot of shelves.

— **RESEARCH HAS SHOWN** that if a shopper has to backtrack to pick up an item on her list, she is likely to buy one extra item, too. Some stores change the location of high selling products so the customer has to seek them out. In the California store where Owens shops, garlic spread is one product that is moved around. It might be with the seasonings, next to French bread, or near the pasta products.

Other examples of big sellers that could be moved about are marshmallows (they may be with the baking supplies, candies, snacks, or beverages) and mineral water (with milk or juices, soft drinks or liquor).

— The average shopper Owens refers to is a 5-foot-4-inch woman, and when a supermarket wants to move a product quickly, it is placed at the easiest level for that size woman to reach — Owens demonstrated by bringing her arms up to shoulder level in a standing position. The types of products that might be on shelves at that level are high priced items, store brands, or promotional items, she said, products the retailer wants to move in volume.

"It pays to stoop, look up and reach for a product," she added.

— Products that might appeal to small children are shelved so a child riding in the grocery cart can reach out of the cart and get their hands on them. At the cash register a customer also is tempted by such impulse items as magazines, gum for the kids, and a big bag of toothbrushes, or a similar last minute purchase.

— Tempting aromas coming from deli counters also attract customers. "All the senses are involved," she said. "If you're aware of the aromas, say to yourself 'that smells good, but ...'" On-premises bakeries are equally enticing.

WHEN OWENS WORKED for a West Coast supermarket, it looked like a bad year for turkey. Prices were up and the supermarket already was committed to an earlier purchase. To sell them Thanksgiving week, a turkey was roasted in each of the stores several days before the holiday. The postscript to the story is that all the turkeys were sold, even at the higher price.

Armed with this information, Owens offered her own game plan for shopping:

— Always shop with a list. Shopper studies have shown that a woman who goes to the store for three items without a list actually buys as many as 8 to 11 products. A man under the same circumstances buys as many as 20 items.

— Leave husband and kids at home.

— Don't shop when you're hungry. Again, studies have shown that can add $10 to a grocery bill.

— Enter the door, pick up the cart, and go up and down every single aisle to avoid backtracking and those impulse purchases.

— Mark approximate prices on shopping list and look at prices as you pick up products. This listing then can be referred to at the checkout counter. Also reach to the back of shelves or racks to see if there is older and less expensive stock. Also check price per ounce or per serving.

Owens noted that many packaging materials such as plastic handles, color inks, cardboard, and cellophane are oil-based and expensive. With products such as detergents she especially checks price per ounce.

Gazette-Democrat—Chicago Tribune

Advertisements, which account for over 70 percent of a newspaper's income, enable the consumer to make comparisons and intelligent choices when buying. In addition, advertisements give consumer information that is paid for by a person or company placing the ad. Ads tell where to buy consumer goods, giving prices, new products and services that are available. Often, ads enable a buyer to shop and compare without having to go to the store. Advertisements tend to be subjective and point out only the positive features of a product. Two major types of advertisements are display ads and classified/want ads. Display ads are large, frequently illustrated advertisements usually purchased by retail stores, manufacturers and service companies. Display ads help merchants attract customers and also provide the newspaper with a major source of financial support. Classified/want ads are small advertisements at low cost which often are placed by individuals. The law-related educator can utilize advertising sections to teach consumer law, the rights and responsibilities of consumers, as well as fair advertising practices. The following model lesson is one example of how to use newspaper ads in the law-related classroom.

Lesson Title:
Evaluating Newspaper Advertisements

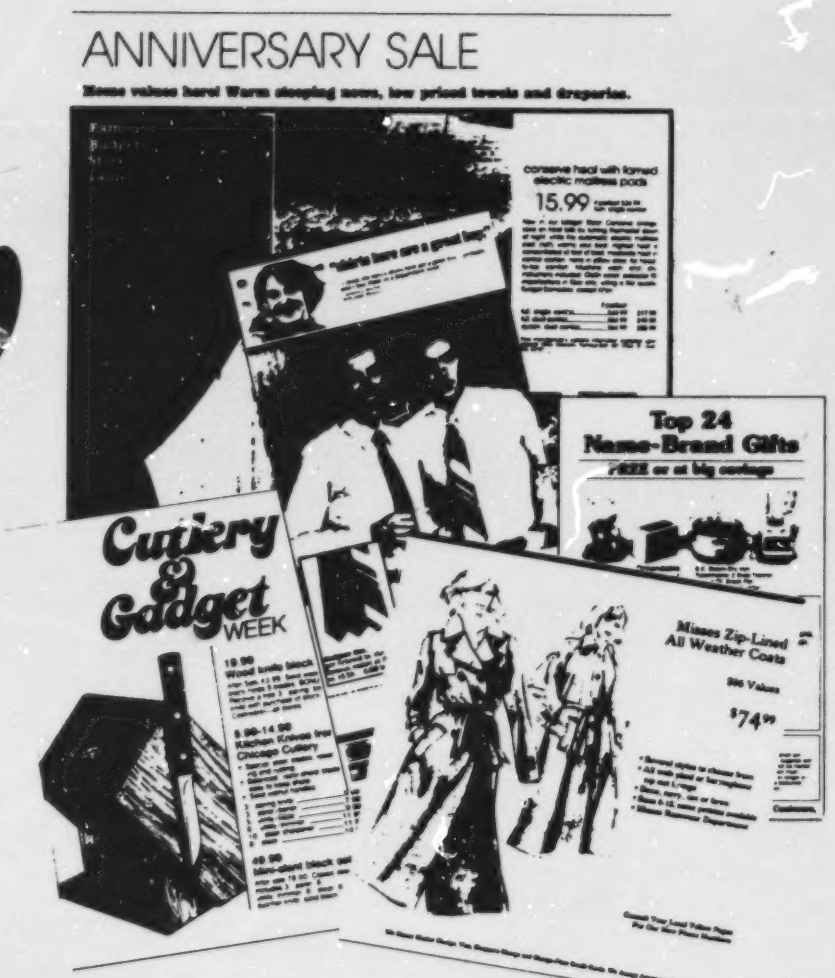
Objectives:
After completing this lesson, the students will be able to:
1. State the purpose of a newspaper advertisement.
2. Evaluate newspaper advertisements for content and effectiveness.
3. Recognize the rights and responsibilities of being a consumer.

Materials:
Newspapers advertisements — Law-related texts which identify different laws dealing with the legal aspects of advertising.

Procedure:
1. Have each student find an advertisement in the daily newspaper representing each of the following categories:
   - Lending Institutions
   - Appliances
   - Used Cars
   - Food and Groceries
   - Furniture and Bedding
   - Home Improvement
   - TV-Radio
2. Divide students into groups and have each group discuss the following:
   a. What words in each ad helped attract you to that advertisement? Why do you think advertisers use these types of words?
   b. What would happen to the effectiveness of the ad if the above words were deleted?
   c. Explain how advertisements help consumers shop and compare.
   d. How would the consumer be affected if there weren't any advertisements?
   e. How would the daily newspaper be affected if there weren't any advertisements?
   f. What type(s) of consumer complaints might be made in each category?
   g. Is there anything in your ad that a consumer might complain about? Explain fully.

1. Students might make a list of ten consumer products that are advertised frequently. Compare the ten products and decide which medium (newspaper, TV or radio) helps the consumer to shop and compare.
2. There are some places that students might contact to complain about ads. One place is the newspaper itself. Students might write the newspaper's advertising or marketing director. Another possibility is for the students to write the company whose ad is in question.

(NOTE):
Parts of this activity were reprinted from the Practical Life Skill Activity Cards, St. Louis Post-Dispatch, 1978, page 66.)



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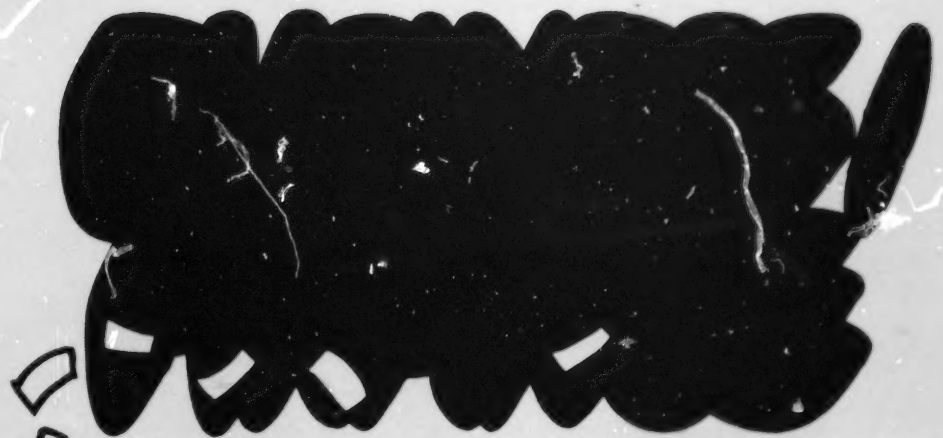
Tues., May 27, 1980



Most newspapers develop their own name for this section. When referring to the St. Louis Post-Dispatch, financial and business news is found in a section entitled, Business and the Economy. In the St. Louis Globe-Democrat one would turn to the Business and Financial heading when locating business and financial news. This section traditionally prints information that reflects national, state, and local business information and trends. It deals with money — who is making it, losing it, or breaking even. It tells who is going into business, going out of business, or expanding. The business and financial section provides information on the stock market, which is helpful not only to business people but also to the millions of Americans who own shares in corporations. In addition, this section also contains news about the economy that affects everyone.

Many times this section will contain information relating to law-related education especially in the area of consumer law and housing law. Articles dealing with credit, collection practices, debt reorganization and bankruptcy, and items having to do with home buying frequently appear in this section. Law-related educators can utilize the business and financial section in a variety of ways. They could use these articles as springboards for class discussions, use this section as a reference for such topics as contracts, installment buying, discounts, or consumer practices, or get students to use this information as the basis for some type of community action project. For example students might use information found on credit practices to conduct a survey of students, parents, and businesses. From this survey guidelines might be developed to help people with credit management. Following is a model lesson that shows how the business and financial section can be used effectively in a law-related classroom.

Lesson Title:

Using Newspapers to Analyze Consumer Issues in the Business and Financial Section

Objectives:

After completing this lesson, the students will be able to:

1. Identity and state the purpose of the business and financial section.
2. Use the business and financial section of a daily newspaper to investigate consumer issues, such as credit.
3. Define law-related terms appearing in a business article.
4. Analyze consumer issues affecting credit practices.

Materials:
A daily newspaper — business and financial section
Model lesson — "New Curbs Squeeze Creditors and Customers," St. Louis Post-Dispatch, Tuesday, April 8, 1980, page 8A.

Procedure:
1. Have students look through the business and financial section for law-related information and terms.
2. Select a particular article for evaluation. (See the model lesson Post-Dispatch article.)
3. Have students read the article and underline any word(s) they are not familiar with; make a list of these words and define them. (NOTE: Words can be kept in a Law and the Newspaper vocabulary notebook.)
4. Summarize the article. What is the main idea?
5. Divide the class into the following roles to prepare questions for a press conference:
   a. consumers
   b. creditors
   c. retailers
   d. Federal Reserve Board members
   e. government officials
   f. members of the press
6. The following points should be emphasized during the press conference:
   a. What effect did this action have on the consumer?
   b. What effect does this action have on the creditor?
   c. What effect does this action have on the retailer?
   d. What are the legal implications of this action?
7. After role playing the issues brought out in this article, have the students use the information to write their own news article on how the stated action will affect the local economy.

Follow-up:
1. Have students interview or invite to class credit managers of four leading department stores to discuss recent trends in the economy.
2. Have students conduct a survey to see what effect a particular news article has on the public.
3. Have students conduct research to see how credit laws in this state compare to the credit laws in other states.

(NOTE: Students should be encouraged to write to the Federal Reserve Bank of St. Louis, 411 Locust, St. Louis, MO 63102 for materials on credit.)

New Curbs Squeeze Creditors And Customers

By Dale Singer
Of the Post-Dispatch Staff

Creditors trying to comply with the latest Carter administration restrictions are walking a fine line between supplying service to their customers and guaranteeing a good return on their money.

No retailers report turning customers away at the cash register if they want to buy something that will put them over their established credit limit. "Where a customer is creditworthy, we'll extend the credit," says William H. Fischer, chairman of the board at Famous-Barr. "That's been our policy, and there's no change in that."

But one creditor, Mercantile Trust Co., which has MasterCard (formerly Master Charge) and Visa accounts, has frozen credit lines at March 21 levels and will allow customers to charge only up to their limits. A spokesman said that if a merchant finds a customer's purchase would put him over the credit limit, only the amount within the limit may be put on the account.

Other creditors are a little more flexible, but, as a spokesman for First National Bank in St. Louis explained, the rules are being tightened up a bit.

"It's embarrassing for a customer to have to return some merchandise," said a spokesman for First National, "but the margin of overage which is allowed has shrunk, in conjunction with the president's request."

President Jimmy Carter and the Federal Reserve Board issued their initial guidelines March 14, and the Fed made some modifications last week to protect consumers from sudden changes in repayment terms for credit accounts.

The board said credit card holders must receive 30 days' notice of any tightening in terms for repayment. Such measures may involve additional fees, increased minimum monthly payments or a shorter time in which a bill may be paid in full with no finance charge.

The Fed also ruled consumers must be allowed to repay their existing balances under old repayment terms — if they keep using their credit cards.

If shoppers continue using their cards, the Fed said, they have "implicitly" accepted new terms for repayment, and the new terms will apply both to existing and new balances.

Related Story On Page 10

The rulings are retroactive to March 14, so any creditor who notified card holders of new terms after that time must change the terms and send out new notices if the new terms do not comply with the latest policy.

The rules apply to any credit cards with no fixed date for final repayment, including cards issued by banks, retailers and oil companies.

In its original ruling, the Federal Reserve required credit card issuers to deposit 15 percent of any expansion of credit into Federal Reserve accounts bearing no interest. The move is expected to result in increased costs to the lender, forcing restrictions on credit and higher costs to the consumer.

But J.T. Pantaz, vice president and general credit manager for Stix, Baer & Fuller in St. Louis, said retailers complained about the Fed's use of March 14 as the base date to compute the new credit allowances.

"That date traditionally is the lowest day of the year for our receivables," he said. "It's after nearly all the Christmas purchases are paid off."

The Fed apparently heeded the complaints, because last week's changes included a complex formula for expanding credit from what would have been allowed under the March 14 base. The change should help businesses which face seasonal changes.

But customers don't have to worry about the complexities, Fischer at Famous-Barr said. "Any customer calling to ask about changes is told just to go on the way you have been. If there's any change, we'll give you plenty of notice, and if there's any problem, we'll work it out together."

Fischer, Pantaz and other retailers said they had been taking a wait-and-see attitude since the March 14 announcements. Few if any changes had been made as a direct result of the latest Carter plan.

Famous-Barr recently announced increased finance charges on outstanding balances of more than $500, but Fischer said that policy decision was made before March 14.

Missouri law, which changed last year, allows retailers to charge 1½ percent a month — or 18 percent a year — for outstanding balances up to $500 and 1 percent a month — 12 percent a year — for balances of more than $500.

Famous increased its rates to the maximum, and Pantaz said Stix customers in Missouri soon would receive notices of a similar increase to take place on June. Bevo's also is expected to take its rate in coming months.

The increase would raise the rate on balances of more than $500 from an old rate of ¾ percent a month, or an annual rate of 9 percent a year.

Banks such as Boatmen's, First National and Mercantile raised their interest rates on outstanding Visa and MasterCard balances earlier this year — Boatmen's and Mercantile to 22 percent a year and First National to 21 percent.

Nationwide retailers such as Sears, Roebuck & Co. and J.C. Penney Co. have announced various changes in their policies in response to the Carter program.

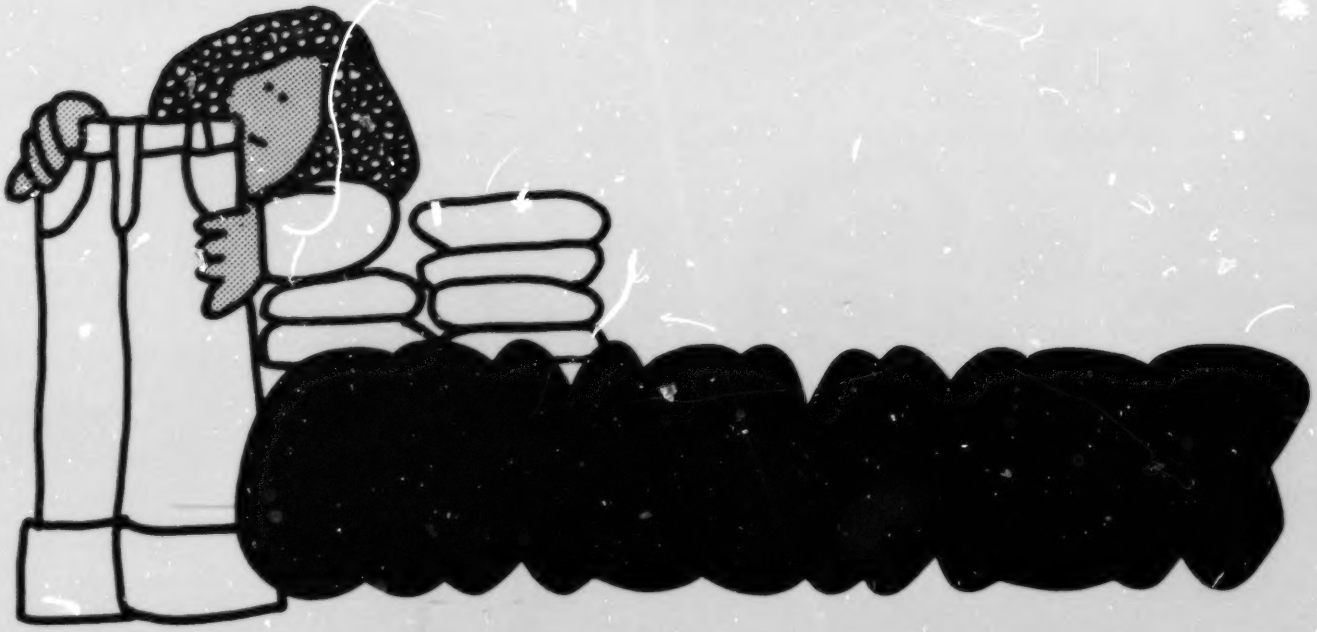
Local retailers said they have not discouraged credit business because of the Carter plan. Pantaz said the restrictions should have a greater effect on businesses which profit from credit charges than on those which offer credit as a service to help sell merchandise.

"Most companies whose money is made from sales, not from the extension of credit, won't dissuade customers in any manner," Pantaz said.

The spokesman for First National pointed out that someone who makes many small purchases likely will be able to go over the limit without being noticed. But when that happens, the bank will let the customer know right away.

"In the past the fact they have gone over would not have come out until they got their statement," the spokesman said. "Now we won't wait until the end of the month. They'll get a notice that they're over the credit limit and to please make payments right away.

"Things just aren't as flexible as they used to be. It's hard to know where to draw the line. You don't want to be too tough, but you have to be tough enough. I think that's what a lot of people are struggling with right now."



THE DAILY NEWSPAPER IS AN EXCELLENT

Because of the unique relationship between advertisers and newspapers, a special effort is made to appeal to the interests of all consumers. Articles, features, ads, and special sections are aimed at informing the consumer of current consumer products, research, and general consumer information. Every Tuesday in the St. Louis Post-Dispatch there is a consumer guide entitled, Dollars/Sense. This popular tabloid provides practical consumer information on various consumer topics and is an excellent resource in the area of consumer law.

(NOTE: A guide on the type of information that can be found in Dollars/Sense follows.)

A teacher involved in the teaching of consumer law would find the newspaper a valuable tool in presenting many issues related to consumer law. Ads can be used to discuss such deceptive sales practices as bait and switch. Articles such as "New Limit on Liability," St. Louis Post-Dispatch, Tuesday, November 13, 1979 can be used to inform, as a foundation for class discussion, to introduce new terms, or as background information for community action. Consumer information in a newspaper brings to life what students learn in a textbook and allows them an opportunity to apply what they have learned.

The model lesson that follows takes a consumer law issue, such as liability, and shows how a lesson can be developed on this consumer law-related topic.

Lesson Title:

Understanding Consumer Law through the Newspaper

Objectives:

After completing this lesson, the students will be able to:

1. Use the daily newspaper as a source of information about consumer law.
2. Use the newspaper to analyze and interpret trends in consumer law.

Materials:

A daily newspaper — consumer information or section
Model lesson — "New Limit on Liability", St. Louis Post-Dispatch, Tuesday, November 13, 1979.
Law-related textbooks

Procedure:

1. Have students scan the newspaper for consumer law-related information and terms.
2. Have students select a particular consumer law-related article, ad, or series of articles for evaluation. (See the model lesson for example.)
3. Ask students to read the article.
4. After reading the article, have students make a list of all consumer vocabulary terms and define them. (Students could keep the terms in a Law and the Newspaper notebook.)
5. Using the model lesson as an example, have students complete the following:
   a. What is the new law regarding

A GUIDE TO DOLLARS/SENSE

"Dollars/sense" appears every Tuesday in the St. Louis Post-Dispatch. This extremely popular tabloid provides practical consumer information and advice on a variety of consumer topics and is an excellent resource for teachers. The guide that follows will help acquaint educators with some of the popular features found every week in Dollars/Sense.

HELP YOURSELF

This column is based on reader's questions and answers about hard to find items and services. If one wanted to find out how to remove decals from the bathroom tub, this column would help provide an answer.

CONSUMER-RELATED ARTICLE

Each week Dollars/Sense contains a timely article covering an important consumer topic such as budgeting, buying, bankruptcy, etc.

HAND AROUND THE HOUSE

This popular Dollars/Sense feature gives answers to consumer questions having to do with home repair or home improvement topics.

STAYING AHEAD

Each week Dollars/Sense features an article dealing with current economic issues such as money management, student aid for adults, or updated information on consumer protection rules. The consumer who wants to keep ahead economically will find this feature very beneficial.

FROM CONSUMER REPORTS

"From Consumer Reports" is an excellent source of current consumer information that has been made available by the editors of *Consumer Reports* magazine. Also featured is a question and answer section. This section allows consumers an opportunity to ask questions about everyday consumer issues such as drug labeling, the best paint buys, or what to do if their car has been recalled.

CENTER FOLD STORY

Written by Post-Dispatch staff, the center fold story highlights a specific consumer topic such as the pitfalls of remodeling, home gardening, and comparison shopping to name a few. Frequently, this section of dollars/sense gives consumers a list of references explaining where they might write or call for additional consumer-related information.

SOURCE OF CONSUMER INFORMATION

credit card liability?
b. How does the new law compare to the old law?
c. Which law, the old or the new, gives the consumer greater legal protection? Explain fully.
d. Should credit card companies distribute more than one card to each customer? Explain fully.

Have students find other newspaper articles dealing with consumer law. Using a law-related text as a guide, have students classify which aspect of consumer law the article pertains to. (For example articles might be found dealing with door-to-door sales, collection practices, or bankruptcy.) Students would classify these and write a short statement explaining the law, and why we have such a law.

New Limit On Liability

WASHINGTON (UPI) — A new interpretation of the law covering credit card liability provides added protection for consumers when unauthorized use occurs.

The Federal Trade Commission has ruled that the liability limit of up to $50 applies in cases where charges were run up by a card user whose privileges had been revoked by the cardholder.

The new rule protects card holders from unauthorized charges made by a son or a daughter, a spouse, a former employee or anyone else whose privileges the cardholder has withdrawn because of a fight, a divorce or other problem.

Companies that issue credit cards often provide up to four extra cards for a customer to share with anyone he or she chooses.

The Truth-in-Lending Act limits liability to $50 for unauthorized use, even if the cardholder fails to notify the company that the card is lost or in the hands of someone who does not have permission to use it.

A cardholder who notifies the company before unauthorized charges are made has no liability at all.

The liability limit has always been clear in cases where credit cards were lost or stolen. But until now it has not been clear if the same limit applied to charges by persons whose authorization had been canceled.

The case that led to clarification involved Shell Oil Co., the United States' largest gasoline retailer.

The FTC accused Shell of violating the law by telling its credit card holders they had to pay bills run up by previously authorized persons, even though the customer had already informed the company that the use was unauthorized.

A spokesman for the FTC said the oil company was telling its customers they would continue to be liable for charges until they retrieved the card from the unauthorized user and returned it to Shell.

Reprinted from
ST. LOUIS POST-DISPATCH
Tues., Nov. 13, 1979 (Dollars/Sense)

The sports section captures student interest and provides a fertile field for law-related education. Sports writers go beyond the details of athletic events, often concentrating on the story behind the score. In doing so, sports writers provide timely information on the meaning of contracts, sex-discrimination issues, and labor-management relations. Sports stories can be used in a wide range of learning activities, including debate, discussion, role-playing, and research.

In the model lesson that follows, a sports story served as the basis for a class discussion on contracts and is a good example of how a sports story can be used in a law-related class.

Lesson Title:

Sport Contracts and the Newspaper

Objectives:

After completing this lesson, the students will be able to:

1. Identify and state the purpose of the sports section.
2. Define the term, "contract."
3. State the responsibilities involved in signing a contract.

Materials:

A daily newspaper — sports section. Model lesson — "Hernandez Satisfied by $3.8 Million Pact," St. Louis Globe-Democrat, Thursday, February 7, 1980, page 1C.

Procedure:

1. Have students read the model lesson St. Louis Globe-Democrat article.
2. Have students complete the discussion questions.
3. Discuss worksheet questions with the entire class.
4. Open-ended question Ask class — Why is it important to understand a contract before you sign it?

Discussion Questions:

1. What agreement did Keith Hernandez enter into?
2. List the details of that agreement.
3. Why is it important that Keith Hernandez should keep his promise?
4. Why is it important that the baseball Cardinals should keep their promise?
5. What would happen if Keith Hernandez broke his promise to the Cardinals?
6. What would happen if the Cardinals broke their promise to Keith Hernandez?
7. Have you ever made an agreement with someone. Explain.
8. Did you keep your side of the agreement? Why? Why not?

1. Students could role-play situations involving agreements.
2. Students could write different labor unions and get copies of contracts.
3. Students could invite a department store manager or lawyer to come into class and discuss sample contracts.
4. Students could find, identify, and discuss additional law-related issues found in the sports section of their daily newspaper.

Hernandez Satisfied by $3.8 Million Pact

By JOE CASTELLANO
Globe-Democrat Sportswriter

It was the first question. It is always the first question. How much, Keith? What we want to know is how much?

"I won't reveal any figures," said Keith Hernandez, who greeted a gathering of local news media just moments after signing a five-year contract with the baseball Cardinals Wednesday.

"I will say that I am totally happy with the contract," Hernandez said. "I want to stay here and this pretty much does it."

Does the contract make him the highest-paid Cardinal in history? John Claiborne, Cardinal general manager, can you help us?

"We aren't going to get involved in that," said Claiborne.

SO ABANDONED, WE are left to quench our curiosity by other means. And one informed source told The Globe-Democrat that the contract is a five-year deal for $3.8 million, making Hernandez the highest-paid Cardinal ever.

As corroboration, one is reduced to estimates. And Keith Hernandez is, after all, the National League's co-most valuable player. Keith Hernandez is, after all, the National League batting champion. Keith Hernandez is, after all, the National League's Gold Glove first baseman.

Other major league players of similar stature reportedly have received upwards of $800,000 a year. By estimates, of course. In 1978 Ted Simmons signed a five-year contract with the Cardinals for a reported $800,000-plus per year. By all the best estimates.

"I'm not concerned with being on par with other players financially," Hernandez said. "Being on a level with your peers, performance-wise, is what's important to me."

PRESSED ON THE point, Hernandez said, "I am one hundred percent totally happy. The Cardinals made a serious effort to sign me, and I realized that from Day One. I was a little concerned about what might happen, but they made an honest effort. I feel appreciated."

If a man has been made "one hundred percent totally happy" by a contract, it might be assumed that such a contract compares favorably with those of that man's peers. Reportedly, Hernandez and agent Jack Childers had requested $900,000 per season and the Cardinals had offered $800,000.

Hernandez did allow that the contract was for five seasons and that included was a provision for him to veto a trade to six teams. "I wouldn't want to go to a team that was going to lose 90 to 100 games in a year," Hernandez said. "That's no fun."

He had requested a blanket no-trade clause, but Claiborne balked. "I'm pretty adamant on not painting yourself into a corner with a no-trade," Claiborne said. "I don't know what the situation will be three or four years down the road."

HOWEVER, BOTH GENERAL manager and first baseman expressed the hope that down the road would find Hernandez and the Cardinals still quite pleased with each other's company.

"The bottom line is I wanted to stay in St. Louis," said Hernandez, who batted .344 in 1979, his fourth full season in the major leagues. "With a five-year contract I'm giving up three years (of potential free agency status as a six-year player), but that doesn't bother me in the least. I'll be here for five years unless he wants to trade me."

At that, Hernandez brandished a broad smile. The smile of a contented man.

"I'm just glad this is all over with," he said. "Now I can get prepared for spring training."

ON THE SUBJECT OF commitment, Hernandez and Claiborne addressed a particular sore point among baseball fans. That is, does a player under a long-term contract have his competitive edge dulled by the security of it all?

"Any athlete takes pride in his performance," Hernandez said. "The money is secondary. I can't speak for players on other teams because I don't see them every day. But for the players I've played with, I can honestly say the answer is no."

Claiborne requested the floor to respond to the question.

"I have had experience with three clubs dealing in long-term contracts," said Claiborne, who negotiated contracts for the Oakland A's and Boston Red Sox before joining the Cardinal front office. "I've had some 32 multi-year contracts over the last five years and in only one case has the long-term hurt that player.

"On the contrary, the guys go out relaxed and play better because the contract is signed."

CLAIBORNE, TOO, CAN open a button or two now, for the signing of Hernandez is a boon to the Cardinals' public relations.

"I think it's very important," he said. "The people in St. Louis can see the Cardinals are very serious in keeping the people we have. The credibility of the organization is at stake."

The signing of Hernandez left 11 players on the Cardinals' 38-man winter roster without agreements, the most significant being shortstop Garry Templeton. With Sunday's deadline approaching, only Templeton and pitchers Silvio Martinez and Will McEnaney are eligible to request contract arbitration. Pitcher John Fulgham also is unsigned.

A negotiating strategist might point out that the signing of Hernandez will take some of the steam out of Templeton's holdout.

"I'm not smart enough to organize in what order we signed everybody," Claiborne said. "It was in my plans to get Keith locked up. (Before signing him) we had him for two more years and we have Garry for three years (before he becomes a six-year player). I'd sure like to keep that shortstop around."

CLAIBORNE MET WITH Templeton's agent, Richie Bry of St. Louis, after Hernandez' press conference Wednesday.

Claiborne said he would continue to seek a left-handed pitcher, "bullpen as opposed to a starter," but that he was not too optimistic. "I am not hopeful, as of today, of acquiring a left-handed pitcher," he said. An inter-league trading period will be held Feb. 15 to March 15.

Claiborne discussed two Cardinal left-handers, Bob Sykes and Buddy Schultz, who missed much of the 1979 season because of injuries. "Sykes is 100 percent. I've been in contact with Schultz in the last 10 days and he is throwing in Scottsdale (Ariz.). If he is healthy, he can be our left-handed stopper in the bullpen."

Claiborne also said the Cardinals are trying to strike an agreement by which Lou Brock would work with the team. "We want him," Claiborne said. "In some way he'll be with the Cardinals. Right now we're working some things out."

Keith Hernandez and general manager John Claiborne at Wednesday's press conference announcing the signing of Keith.
— Globe-Democrat Photo by Ken Winn.

Newspaper photographs provide an excellent opportunity for law-related education. The photojournalist captures the drama of the moment and shows the human side of law-related problems. From pictures of youths working with police officers or of protesters voicing their frustrations with our legal system, to photographs illustrating consumer fraud or social problems in need of legal solutions — the choices are endless for teaching in virtually every law-related area. Photographs are helpful tools for drawing students into a discussion or motivating them to do further research in a law-related area. They are well-suited for meeting the individual needs of a variety of pupils, from the non-reader to the most sophisticated student.

Following are some model lessons demonstrating how newspaper photos can be used in a law-related classroom.

Lesson Title:

Newspaper Photos and Law-Related Education

Objectives:

After completing this lesson, the students will be able to:

1. Identify and state the main idea of a law-related newspaper photo.
2. Identify and state potential law-related concepts highlighted in newspaper photos.
3. Evaluate law-related issues seen in newspaper photos.

Materials:

A daily newspaper — photographs
Model lessons — St. Louis Post-Dispatch photos

Procedure:

Photo #1 — "Moment of Grief"

Unable to contain their grief, Lorraine Grandberry, an aunt to one of the murder victims, and Barb Taylor, sister to same subject, leave the police to their work at the scene of a double homocide at 151 Manitou in Rock Hill. The body of one of the victims — apparently the relative of these two women — is covered on the lawn in background where he was found after someone broke into the house and shot both in the head.

1. What is the main idea of this picture?
2. Ask students if the newspaper had the right to print this picture? Explain fully.
3. If you were a newspaper editor, would you have allowed this picture to appear in the paper? Why or why not?
4. List the possible effects this criminal act had on others.

Person	Possible Effect(s)
Aunt of Victim	
Sister of Victim	

5. Debate the following: Should the alleged criminal not only be held responsible for the crime, but also for its effect on others?
6. How do you think these people feel having their pictures appear in the newspaper?
7. Should there be a law preventing newspapers from publishing pictures? Why or why not?
8. Who should repay the victim and/or the victim's family?
9. Ask students if newspaper photos should have related articles? Why or why not?

Photo #2

Burglary suspect Michael R. Stefinec is placed in a police car after his capture.

1. Have students develop 5 W questions for this photo:
   a. Who is this man?
   b. What happened to this man?

c. Where is this taking place?
d. Why is this man wearing handcuffs?
e. When did this situation occur?

(NOTE: This picture may elicit responses about police brutality. Ask the students if police brutality is possible and what would happen if this actually happened. Have students discuss what laws protect people against police brutality. As a follow-up, students may wish to write additional laws and discuss them.)

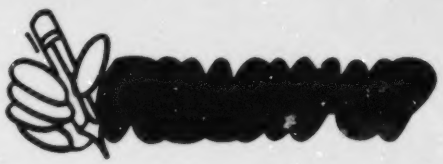
2. Make a list showing what rights this man has.
3. Assuming that this man is being taken to the police station, write an account of what will happen to this man once he reaches the police station.

Photo #3 — "Condemned"

1. Why has the danger sign been placed on this building?
2. Role play — Have students assume the following roles:
   a. Tenant of apartment
   b. Landlord of apartment complex
   c. City building inspectors
   d. City Alderman
   e. Firefighters

   Discuss the following:
   a. What responsbilities does the landlord have to his/her tenants?
   b. What rights and responsibilities does the tenant of this apartment have?
   c. What is the responsibility of the city building inspectors?
   d. What role does the Federal Government have in this situation? State Government? Local Government?
3. Could this situation have been prevented? Explain fully.
4. Have students divide into groups and create a plan that may have helped or could help prevent this situation from occurring.
5. Compare student comments to the actual newspaper account.
6. How can publishing a picture help to improve a situation?
7. In what way(s) does a photo have influence like an editorial?

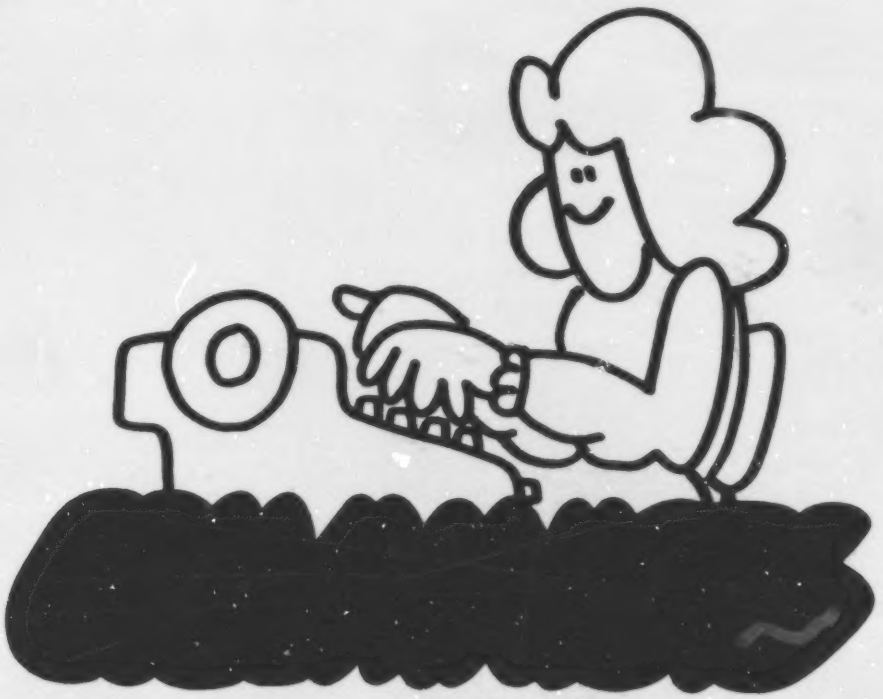
COMDEMNED: A collapsed wall of an apartment at 4232 West Belle Place. City building inspectors have condemned part of the building. (Post-Dispatch Photo)



Have students go through their community and take pictures of what they feel are problems or potential problems, i.e., uncollected trash, abandoned car, etc.

Students could then bring the developed picture to class for discussion. The class could offer ways to deal with the problem(s).

Students might also offer the pictures to the school newspaper for publication and ask students to write in ways to deal with the problem(s) as presented in the photo.



Columnists write signed articles of personal comment. Their views do not necessarily correspond to those of the newspaper's management. In fact, columnists who appear on the same editorial page often conflict. Their articles serve to give insight into critical issues and, hopefully, to encourage readers to form their own independent judgments. Since columnists deal with the controversial, they provide excellent opportunities for developing decision-making skills and encouraging a high degree of student involvement. Debates and role-playing activities are particularly suited to addressing law-related issues raised by columnists who deal with varied topics ranging from individual rights and fair housing to family law and the rights of the accused.

Lesson Title:
Developing Critical Thinking Skills with Newspaper Columns

Objectives:
After completing this lesson, the students will be able to:

1. Identify and state the purpose of a newspaper columnist.
2. Make a decision based on problem-identification, data collection, and analysis of alternatives.
3. State and analyze the options available to the court in child custody cases.

Materials:
A daily newspaper
Model lesson—"Dear Abby" column, St. Louis Globe-Democrat Tuesday, May 27, 1980.

Procedure:
1. Have students look through the newspaper and find a column dealing with law-related information.
2. Have students read the column. (See model lesson for example.)
3. After students have read the column, divide the class into groups and have each group determine the best custody situation for the illegitimate child in question, assuming all parties involved are healthy, morally fit, and competent. Groups are encouraged to make their decision according to the decision making procedure listed below:

Decision Making Procedure
a) Identify the Problem: (Who Should Get Custody of the Child?)
b) Collect Data on the Problem: (This step could involve newspaper research, as well as consulting resource persons including lawyers, adoption agencies, and social-welfare agencies.)
c) Examine the alternatives and consequences
d) Identify the values in conflict
e) Make a decision
f) Act on the decision

4. Each group should formulate a position on the custody situation and present this position to the class.
5. After each group has had an opportunity to present its case to the class, hold a general discussion on "Who should get custody of the child?"

Newspaper columnists often receive mail from readers who agree or disagree with their opinions. The model lesson presented in "Dear Abby" is a case in point. As a follow-up activity, you may wish to encourage students to sharpen their own ability to articulate a position by writing a columnist on this situation or other similar situations.

Dear Abby

Illegitimate child's father has rights in adoption cases

By ABIGAIL VAN BUREN

Dear Abby: Your letter to "Messed Up at 16" failed to take into account the rights guaranteed to the father of an illegitimate child as decided by the U.S. Supreme Court in the Douglas case. It is generally held by those dealing in adoption matters that the father of an illegitimate child be given notice and the right to be heard as to his position concerning the placement of the child.

The courts have generally held that if the natural mother does not want to keep the baby, the rights of the father are superior to those of any adoptive agency or relative of the natural mother.

It would therefore appear that if the father of the illegitimate child wishes to take custody of said child and the natural mother wants to give up said child, the father would be granted custody of the child.

Uusually you consult knowledgeable people concerning medical and legal matters, but evidently you slipped up this time.

Robert L. Speeter, Minneapolis attorney

Dear Mr. Speeter: You're right. I plead guilty as charged. But who besides a lawyer would question the right of an unmarried woman who had been "done wrong" by a married man to deny said man custody of her illegitimate child?

However, I since have learned that frequently when an unmarried mother learns that the father's rights to custody of her child are superior to those of any adoptive agency or relative of the natural mother, she exercises her right and "keeps" the child — but *her* mother or some other relative raises it. Too bad, because in many cases the father could have provided a far better home.

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Although the major function of syndicated comics is to entertain, they also offer social commentary and provide a wealth of material for law-related education. The comics deal with varied themes such as consumer rights, the problems of law enforcement, and juvenile and family law, to name only a few. Newspaper comics are effective tools for capturing student interest and drawing the class into a discussion or debate, or serving as a springboard for student research into a law-related area.

The following model lesson is a good example of how to use the comics to teach law-related information.

Lesson Title:

The Comics and Law-Related Issues

Objectives:

After completing this lesson, the students will be able to:

1. Find law-related material in the comics.
2. State the main idea of a comic.
3. State the point of view of a comic artist.
4. Analyze law-related ideas found in the comics.

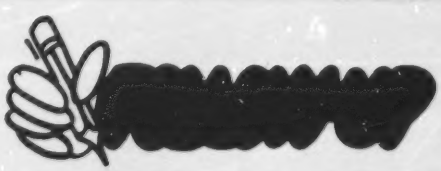
Materials:

A daily newspaper — comics
Model Lesson — "Marmaduke," St. Louis Globe-Democrat, Wednesday, May 28, 1980.

Procedure:

1. Have students search through the comics for law-related material.
2. Select a particular comic for analysis (for example, the "Marmaduke" comic listed). The following questions could be asked:
   a. What is the comic artist trying to say?
   b. Is the artist poking fun at a particular law?
   c. What does the comic suggest about laws in general? (Students may see, for example, that the comic artist is commenting on the loopholes that exist in our laws.)
   d. Is the law being impartially enforced in this comic? (The class may feel that the comic artist is suggesting that the intelligent and powerful can get around the law.)
   e. Under what circumstances is the law not strictly enforced in this comic? Do you see any parallels between this comic and our own society? (This may lead to a discussion about the segments of our society most likely to feel the burden of law enforcement, and whether inequalities exist in the enforcement of law.)
   f. What special problems does the comic suggest that law enforcement officials face? (Here the students may discuss the legal technicalities that make law enforcement more difficult. They may focus on recent court decisions regarding law enforcement and discuss whether the safeguards to individual rights are justified.)

"Theoretically, he isn't in violation of the leash law, so let's go chase a cat!"



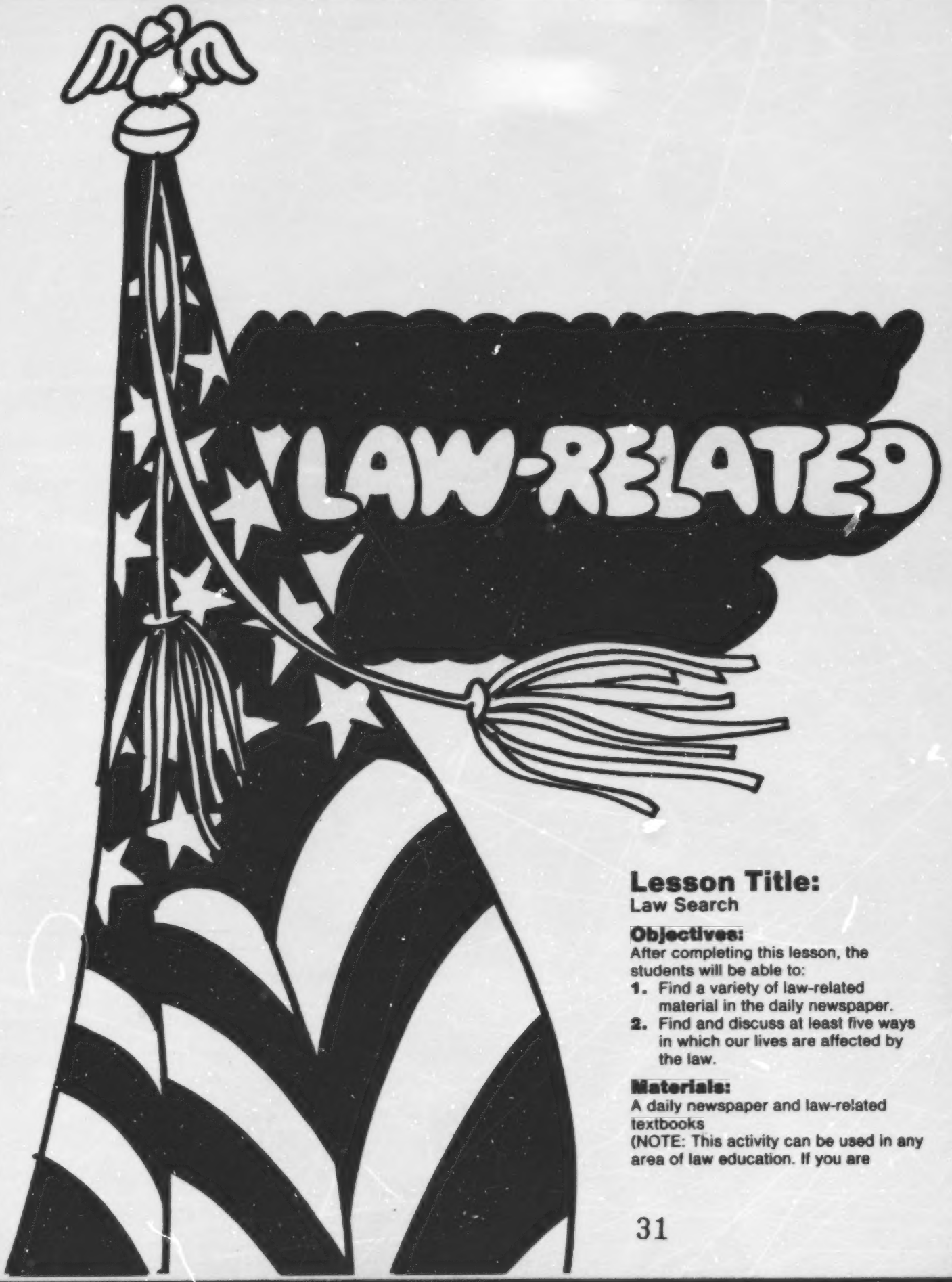
1. Have students research a local law-related problem raised by a comic for a class discussion or debate. Local police officers might be useful resources in debriefing the discussion or debate.
2. Have students find a law-related problem in the newspaper and illustrate it in the form of a cartoon.

SECTION II:

LAW-RELATED AREAS AND THE NEWSPAPER

This section provides the teacher with model lesson plans in five law-related areas: criminal, consumer, family, housing, and individual rights. The model lesson plans are designed to illustrate the varied teaching techniques that can be employed in providing law-related education with the use of a daily newspaper. Since newspapers differ from other instructional tools in offering information that is updated daily, the lesson plans will be best utilized if they are treated as models. It is essential that teachers recognize the importance of going beyond the newspaper to integrate lesson plans into a broader law-related education program. Newspapers are excellent motivational tools and serve to localize information and bring real-life situations into the classroom. They should not, however, be the only resource in a substantive law-related education program. It is important that precise definitions of legal terms be obtained from appropriate texts. Street Law: A Course in Practical Law is an excellent source of information on legal definitions and procedures. Legal dictionaries, such as Law Dictionary and Law Dictionary for Non-Lawyers, provide good definitions of terms. A variety of other law-related materials including Update Magazine can be obtained by writing the American Bar Association, 1155 East 60th Street, Chicago, IL 60637. In addition, the Missouri Bar Association, 326 Monroe, P.O. Box 119, Jefferson City, MO 65101 has developed an excellent law-related guide entitled The Rights and Responsibilities of Citizenship in a Free Society, as well as a law-focused newsletter called "Communis Scriptura." Teachers may also contact Linda Riekes, Divisional Assistant, Law and Education Project, for materials and resource persons available to the St. Louis Public Schools. For materials and resource persons in St. Louis County, teachers may contact Susan Spiegel, Center for Law in Education, Washington University.

Three introductory lessons that follow: Law Search, Organizing a News Article Notebook, and Planning a Weekly Calendar of Law-Related Activities, are included to provide students with a basic understanding of the variety of law-related information that a daily newspaper can provide. These model lessons demonstrate how law affects students on a daily basis.



Lesson Title:
Law Search

Objectives:
After completing this lesson, the students will be able to:

1. Find a variety of law-related material in the daily newspaper.
2. Find and discuss at least five ways in which our lives are affected by the law.

Materials:
A daily newspaper and law-related textbooks
(NOTE: This activity can be used in any area of law education. If you are

teaching consumer law, you can have students do a law search for consumer law, etc.)

Procedure:

1. Divide participants into groups.
2. Give each group a different section of the newspaper.
3. Have each group make a list of all law-related and non-law-related topics found on each page in their section.
4. Discuss each group's chart, and discuss the following question: How are our lives affected by the law?

SECTION .....
PAGE #
LAW-RELATED TOPIC
NON-LAW TOPICS

Lesson Title:

Organizing a News Article Notebook

Objectives:

After completing this lesson, the students will be able to:

1. Find a variety of law-related information in the daily newspaper.
2. Categorize law-related information into subject areas.
3. Summarize news articles containing law-related information.
4. Find and discuss at least four law-related topics of current interest that can be found in the daily newspaper.

Materials:

Daily newspapers

Procedure:

1. Students are to use all substantial law-related articles to form a continuing story of current legal news.
2. Students will go through the newspaper and find law-related articles.
3. Students will then read the articles and classify or categorize them into one of five subject areas: criminal, consumer, family, housing, and individual rights.
4. Next, students are to cut the articles out of the newspaper and tape, staple, or glue the articles into a spiral notebook or looseleaf binder.
5. As articles are placed in the notebook, students are to number all articles consecutively and put the proper date beside each article.
6. Students are then to list the source for each article.
7. Next, students should write a two or three sentence summary of each article.
8. Teachers might wish to check notebooks every two weeks after requiring a set number of articles to be found.

1. Have students determine which subject area has the most law-related stories?
2. Have students determine which subject area has the least number of law-related stories?
3. Have students compare and contrast their notebooks to see if there are any trends in the types of law-related information found in the newspaper.
4. Have students select one subject area, and write an analysis of legal news in this area.
5. Ask students how this notebook has helped them in their understanding of law-related news?

Lesson Title:

Planning a Weekly Calendar of Law-Related Activities

Objective:

After completing this lesson, the students will be able to:

Use the the Calendar Section of the St. Louis Post-Dispatch or the Around Town Guide of the St. Louis Globe-Democrat to locate at least two activities that are law-related.

Materials:

A daily newspaper

Procedure:

1. Have students find at least two activities they would plan to attend from the list of weekly events found in the Calendar Section or the Around Town Guide.
2. Next, students are to cut out the information about these two events and explain what law(s) and/or regulations would be involved in a particular activity chosen.
3. Students are then to explain how their knowledge of the law and/or regulations would be enhanced and increased by participating in such an event.
4. Students might then develop a St. Louis Law Guide based on their findings in Calendar and the Around Town Guide.
   a. What laws and/or regulations do most activities involve or could most activities involve?
   b. To participate in most St. Louis activities, what laws and/or regulations should we know? (e.g., to attend R rated movie "All That Jazz" means one must be 17 years of age or be accompanied by a parent or guardian.)
   c. What would happen to most activities if there weren't any laws or regulations?

The news section of a daily newspaper is ideally suited to introducing students to the terminology of criminal law. Since reporters cover the police and court "beats", students can follow a case from the time of arrest until a verdict is reached. News stories, feature articles, and editorials also focus on important issues in this law-related area, including juvenile rights and prison law. A variety of teaching strategies can be employed in teaching about criminal law including discussion, debate, role-playing, and research activities.

The following pages contain model lesson plans in the area of criminal law. There is also a model lesson dealing with juvenile law. These models should serve as examples for the teacher who is developing lessons for his or her own class. As the teacher develops a criminal law unit using the appropriate texts and the daily newspaper, current local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to this list.

LAW-RELATED TERMS IN THE NEWSPAPER

accessory
arraignment
arrest
assault
bail
battery
defendant
due process
felony
first degree murder
grand jury
homicide
larceny
manslaughter
misdemeanor
parole
plea bargain
premeditation
principle
probation
prosecutor
robbery
second degree murder
warrant

Lesson Title:

The Criminal Justice Process in Action

Objectives:

After completing this lesson, the students will be able to:

1. Define terms associated with the criminal justice process.
2. Compare criminal courts to juvenile courts.

Materials:

A daily newspaper, Street Law, Criminal Justice, and other law-related texts with particular emphasis on juvenile rights and responsibilities. Model lesson — "Teen-ager is Convicted in Priest's Killing," St. Louis Globe-Democrat, Friday, April 11, 1980.

(NOTE: Before beginning this lesson, students should first have a basic understanding of the juvenile and adult legal systems and their related terms.)

Procedure:

1. Find an article(s) in the daily newspaper dealing with the criminal justice process.
2. Underline or make a list of all law-related terms.
3. If keeping a law-related vocabulary notebook, put terms in the notebook and define.
4. Have students answer the 5 W's as they pertain to the article.
   a. Who is the article about?
   b. What is the article about?
   c. Where did the action take place?
   d. When did it happen?
   e. Why does it happen?
   (NOTE: In order to engage in any class activity, it is recommended that the facts of the article be discussed first so students have a basic understanding of the issues involved.)
5. What constitutional issues are brought out by this article? (See model lesson for examples.)
6. Using the attached form, have students make a comparison chart showing the treatment a defendant would receive under juvenile and adult law. (Students can use their texts as a guideline.)
7. Have students compare this chart with related information found in their law-related textbooks. What are the similarities and differences between this chart and the information found in the textbook?
8. After completing this chart, have students write an essay describing what the defendant's life will be like 20 years from now. Include in the discussion a comparison of what his life would have been like had he been considered a juvenile.

COMPARE
JUVENILE LAW
ADULT LAW

1. Rights of the Accused
2. Trial
3. Publicity
4. Penalty

Teen-ager is convicted in priest's killing

By TIM FORD
Globe-Democrat Staff Writer

Seventeen-year old Andrew Dougherty was found guilty of first-degree murder Thursday in the ambushslaying of the Rev. Edward S. Fitzpatrick, administrator of the Shrine of St. Joseph.

Dougherty, the first of three teen-agers to go on trial in the killing, was sentenced like mandatory terms of life in prison by the jury of six men and six women in the court of St. Louis Circuit Judge William A. Geary Jr.

Dougherty and two other 16-year-olds were charged with capital murder in the slaying of the priest during a break-in and robbery at the church rectory.

The prosecution did not seek the death penalty for Dougherty, but if he had been found guilty of capital murder he could have received a maximum penalty of life in prison without possibility of parole for 50 years.

Fitzpatrick, community of Dougherty is set for May 2.

The bound and gagged body of Father Fitzpatrick, 70, was found by a church volunteer Sept. 10 in the rectory of the church at 11th and Biddle streets.

Several of the priest's ribs were broken, and body had large bruises and he had been suffocated with a pillowcase, a medical examiner testified.

Dougherty, dressed in a white shirt, blue jeans and tennis shoes, held his face in his hands and shook his head repeatedly when the verdict was read.

His mother, Earlene, who had been in the courtroom throughout the trial, asked if it appeared Thursday's judgment had been reached on the verdict for her son being left crying.

The jury deliberated for almost three hours before reaching the verdict shortly after 1 p.m.

When asked whether the decision was a difficult one, jury foreman Nancy

Continued on Page 10A

Teen-ager convicted in murder of priest

Continued from Page 1A

Harris said, "I don't think so, not really."

ANOTHER JUROR, Glen Campbell, said she did not vote for a verdict of capital murder because she did not believe the murder was premeditated.

"I don't think he (Dougherty) deliberately thought about it thoroughly beforehand. It was a result of the robbery," she said.

Defense attorney Leonard Buckley, who presented no witnesses in the defense case during the four-day trial, said he will file a motion for a new trial within 10 days on the basis of some court rulings he says are in error.

Special Assistant Circuit Attorney Henry J. Fredericks, the prosecutor, said he was satisfied with the verdict although it was not the capital murder verdict he had asked for.

Under the first-degree murder conviction, a life sentence is mandatory, said Circuit Attorney George Peach. Missouri law, however, sets no minimum time to prison for first-degree murder, he said.

"A person sent to the Department of Corrections is eligible for parole the day after he arrives," Peach said.

Peach said he was happy with the verdict and said he will consider retrying the charges against the other two charged in the slaying. Some implied murder to first-degree murder in the light of Thursday's verdict.

SAM HOLLAND Jr., of the 1300 block of North Eighth Street, and Edward Brewster, of the 1400 block of North Eighth, are the others charged in the case. Like Dougherty, they were scheduled to be tried as adults. They are awaiting trial and are being held on $10,000 bonds.

Fredericks said Harris told him seven of the jurors favored conviction on capital murder.

Three members of the Dougherty jury, two women and a man, are black.

In his closing argument, Dougherty summarized the evidence presented by the state and said there were no eyewitnesses to the crime.

"What happened to Father Fitzpatrick was a tragedy. But to send this young man to a penitentiary is a greater tragedy," he said.

But Fredericks, in his closing argument, said there was no need to see Harris in the robbery at the rectory.

"How was the broken ribs for, when was the beating for? It was not to rob him (Father Fitzpatrick)," Fredericks told the jury in a loud, emotional voice.

TESTIMONY DURING the trial revealed that Dougherty's fingerprints were found on a candlestick from God was in the priest's bedroom, and on an umbrella from the rectory that was later found in his mother's apartment.

Dougherty held the head in his hands and appeared to wipe tears from his eyes during Fredericks' closing argument. But the prosecutor recounted the crime and said that Dougherty was not involved in only the crime.

"They would have just robbed the old man. They have him still be dead. They killed him for no reason," Fredericks said.

Lesson Title:
Juvenile Law and the Newspaper

Objectives:
After completing this lesson, the students will be able to:
1. Discuss how juvenile courts fit into our criminal justice system.
2. Analyze a letter to the editor regarding a juvenile law topic.

Materials:
A daily newspaper and law-related text
Model lesson — Letter to the Editor: "Juvenile Crime," St. Louis Post-Dispatch, Tuesday, November 6, 1979.

Juvenile Crime

Juvenile crime is no longer associated with petty crimes, i.e., shoplifting in the dime stores or taking bicycles. We now have "hard core criminals" who happen to be under the age of 21. They steal, burglarize, murder, rape, intimidate and expect to escape prosecution because of their age. I have followed newspaper accounts of juvenile crime closely and it is evident these "kids" don't care who they hurt.

Many older criminals started their life of crime when they were very young and because nothing was done to them they continued to attack society. Had they been prosecuted as juvenile offenders, it is possible they would have become decent citizens and learned respect for the laws of our nation.

I feel if juveniles are old enough to commit the crimes, then why aren't they old enough to answer for them?

Barb Solovic

Procedure:
1. First, discuss what is juvenile law, and why we have separate laws for juveniles. Select from the newspaper an article dealing with juvenile law (See model lesson for example.)
2. Have students read that article.
3. Make a list of all law-related words and define these. (See model lesson for example.)
4. What is the main point in this letter to the editor.
5. Do you agree or disagree with the writer's position? Why or why not?
6. Have students debate the question — Should juveniles be treated as adults for the offenses they commit?
7. Have students make a chart showing the advantages and disadvantages of holding juveniles responsible for the crimes they commit.

   ADVANTAGES

   DISADVANTAGES

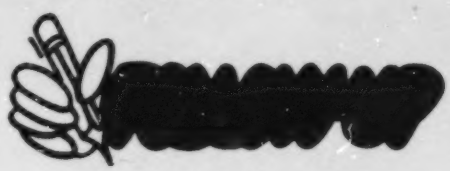
Lesson Title:
Crimes and Trials in the News

Objective:
After completing this lesson, the students will be able to:
Define terms associated with the criminal justice system.

Materials:
A current daily newspaper

Procedure:
1. Have half the students go through the newspaper and find articles pertaining to those charged with crimes.
2. Have half the students go through the newspaper and find articles pertaining to those accused on trial.
3. Make a vocabulary list of terms used in:
   a. Charging individuals with misdemeanors and felonies.
   b. Trial court and appellate court proceedings.
4. Ask students which of these terms have already been defined in their course of study. Make a list of these on the board.
5. Select difficult and seldom used words, and have students trace the derivation of these terms.

(NOTE: Emphasize the importance of accurate definition for general understanding and legal definition. Stress the possible variances between common and formal definitions.)



As new terms are found, they can be added to a classroom bulletin board of legal terms.

The daily newspaper is an excellent source of consumer information. Some newspapers devote special sections to consumer information. The St. Louis Post-Dispatch, for example, publishes a consumer guide entitled, dollars/Sense. This popular tabloid appears every Tuesday in the Post-Dispatch and is an excellent source of consumer information. If you want to know about credit regulations, interest rates, or a good buy on a used car, you can consult the newspaper. News stories, features, and advertisements all contain information on consumer law that is of interest to students. This information lends itself to a variety of teaching techniques including discussions, debates, role-playing activities, problem solving exercises and research projects.

The model lesson that follows is an example of how the newspaper can be used to introduce or reinforce consumer concepts. As the teacher develops a consumer law unit using the daily newspaper and appropriate texts, current, local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to this list.

LAW-RELATED TERMS IN THE NEWSPAPER

bait and switch
buyer
collateral
consumer
contract
credit
debt
deceptive sales practice
fraud
interest rates
liability
negligence
repossession
seller
truth in lending
warranty

Lesson Title:
Repossession Rights

Objectives:

After completing this lesson, the students will be able to:

1. Define terms related to consumer law that can be found in a daily newspaper.
2. State the rights and responsibilities of consumers and lenders in repossession cases.

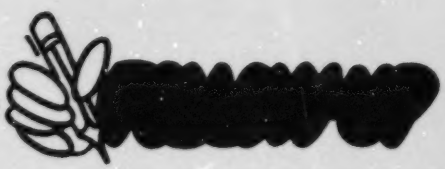
Materials:

Newspaper articles and law-related texts

Model lesson—Dollars/Sense. "Mind Your Money," St. Louis Post-Dispatch, Tuesday, November 27, 1979.

Procedure:

1. Have students read model lesson article.
2. Underline all consumer-related terms.
3. Make a list of consumer-related terms on the board and define.
4. What is the main idea of this article?
5. What rights and responsibilities do consumers have regarding the repossession of automobiles according to this article?
6. What rights and responsibilities do lenders have regarding the repossession of automobiles according to this article?
7. Is it easier to repossess automobiles or other household items? Why?;
8. What did you learn from this article regarding the rights and responsibilities of consumers? List these.



1. Have students find out who the automobile and finance lobby groups are in Missouri. Write to them concerning how you feel about this issue.
2. Have students write to a columnist dealing with consumer information.
3. Have students examine the daily newspaper for articles about consumer rights and responsibilities. On the basis of all the articles, prepare a list of consumer do's and don'ts.

Mind your money

Know your repossession rights

By Peter Weaver

Certain things you buy on credit can be taken back if you fail to make your payments. This goes for cars, furniture, appliances and the like.

There are many myths about the powers of repossessors, the people who come to take back things you have purchased. To cut through the myths to find out what rights you have, you have to distinguish between car repossessions and all others.

Cars are the worst. Creditors can do almost anything. You have very few legal rights when it comes to the repossession of your car — thanks to the automobile and finance lobbies in your state capital. They don't have to warn you. If your payments are late or missed, they can get your car. The lender assigns your case to a legalized car thief who hunts down your vehicle. The car snatcher uses master keys and jump wires to drive off with the car.

They grab cars in driveways, under carports, even in garages that are unlocked. They are not allowed to break into a garage to get a car. You could sue them for that.

There's no use hiding your car several blocks away. They're onto all the tricks. The best thing is to leave your car in a neighbor's locked garage.

The car snatchers can't take your car out from under you. If you are in the car, they can't drag you out to get it. You do have some rights.

Once your car has been snatched, the lender puts it up for sale, and you have to be notified. You can get your car back if you pay off the entire debt and all the repossession and storage charges. Few people can afford this.

According to Ralph Warner, co-author of "Billpayers' Rights" (Nolo Press, $5.95). "After the motor vehicle is repossessed, the creditor can turn around and sell it wholesale at a car auction or to a used car lot for less than its retail value and sue you for the difference between what you still owe on the contract and what the vehicle was sold for."

For example, if you still owe $2,000 on a car, and it is sold at auction for $1,200, they can sue you for $800. You're then out the car and the $800. Warner, who is an attorney, says finance companies are more apt to move quickly against your car if payments are late. Banks and credit unions, he says, are less likely to do so. He advises car owners to let the lender know if a payment is going to be late and why. This way you might be able to keep the snatchers away.

So much for cars. With furniture, TVs, appliances and the like, Warner says you have many more rights. Nobody, he says, can come to your home to take back things you've purchased without going to court, getting a judgment against you and turning the case over to sheriffs or marshals for repossession.

They can't go after your wages without letting you have your day in court. They might try to talk you into bringing back what you bought, and this may be worth it if it completely wipes out your debt. But you don't have to let them have it unless a judge says you must.

Warner also warns about auto repairs. A repair shop can hang onto your car and make a move to have it sold to pay off a bill. If you have a problem with a repair garage, Warner advises, get your car out before the argument starts.

(Peter Weaver welcomes questions from readers for possible discussion in this column. Please write to him in care of the Post-Dispatch.)

Reprinted from ST. LOUIS POST-DISPATCH Tues., November 27, 1979 (Dollars/Sense)

A daily newspaper is filled with information relating to family law that can be utilized by the classroom teacher. Newspapers tell who got married and divorced, who was born, and offer insights into such timely issues as custody rights, government aid to the needy, and child neglect and abuse. News stories, feature and advice columns are particularly well-suited to teaching students about issues in family law.

The following is a model lesson plan in the area of family law. It is intended to stimulate the thinking of teachers who are creating their own lessons and should not be copied verbatim. In developing a unit on family law using the newspaper and appropriate text, the following terms should be emphasized. The teacher should encourage students to add other words to the list.

LAW-RELATED TERMS IN THE NEWSPAPER

adoption
alimony
annulment
bigamy
child abuse
child neglect
child support
common law marriage
custody
dissolution
divorce
estate
executor
foster parent
guardian
illegitimate
interstate
legal separation
maintenance
marriage
testate
will

Lesson Title:
Analyzing Child Custody Options

Objectives:

After completing this lesson, the students will be able to:

1. State and analyze the options available to the court in child custody cases.
2. Define terms associated with child custody cases that are found in the daily newspaper.

Materials:

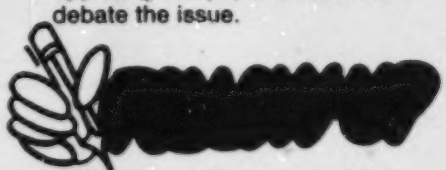
Newspaper articles and Law-related texts

Model lesson - "Child Refugees," St. Louis Globe-Democrat, Monday, June 2, 1980.

Procedure:

1. Have students find an article that contains information on family law.
2. Have students read the article. (See model lesson for example.)
3. Ask each student to assume the role of a social worker assigned to work with Marisol Rodriguez. In that capacity, the student will prepare a report to the courts that recommends who should have custody of Marisol and state the reason why. The report should include an analysis of the options listed below, giving the advantages and disadvantages of each:
   a. A relative in the U.S.
   b. Foster parents
   c. An institution, including a group home, boarding school, or orphanage

   The report should also contain a recommendation for who should be the legal guardian of the child, as well as suggestions on how Marisol should receive financial support. (NOTE: Students will want to research each option using newspapers, reference material, and/or their text - for example, Street Law, pages 141-149.)
4. When students are finished with their reports, have them discuss their recommendations. For added interest, group the students into opposing camps, and have them debate the issue.



As a follow-up activity, have students consult resource people in the community including lawyers, social workers, and representatives of adoption agencies, to discuss some of the problems involved in child custody cases.

Child refugees: U.S. is the lonely land

By DONNEL NUNES
Globe-Democrat-Washington Post News Service

FORT INDIANTOWN GAP, Pa. — For a moment, she fought to control her emotions, but it was no use. Slumping back in the Army cot, the 13-year-old Cuban refugee let the tears flow.

Back home in Havana, her mother might have thrown her arms around the girl and told her to ignore the taunts of the other children. But there was no such comfort for Marisol Rodriguez. A week ago, she had fled Cuba at her mother's insistence, leaving her parents and a brother behind.

Now, in a teeming refugee camp more than a thousand miles from home,

Riots in Arkansas 1A

she was alone. She had no friends, save for those she had met in camp, and her only connection in this new world was a grandmother who lived somewhere in a place called New Jersey, she said.

THERE ARE 150 children without parents or relatives here at Fort Indiantown Gap and another 400 or so at the other U.S. refugee processing centers around the country, officials say.

Many of them were separated from their fleeing parents in the crush of some 90,000 refugees boarding boats at the Cuban port of Mariel or at the Florida harbor where they landed. Others apparently left Cuba without even telling their parents, and officials here suspect that a few were released from mental hospitals in Cuba by Castro's government and literally forced out of the country.

For the relief workers here who have been trying, frantically at times, to identify the refugees in the camp, those unaccompanied children are the most pressing problem and a reaffirmation of what America represents.

"The fact that many of these children were sent here by their parents, who could not get out themselves, moves me to tears," said Robert G. Wright, a senior official with the U.S. Catholic Conference.

"THESE CHILDREN are the most precious things in the world to their parents, and the parents have ultimate trust in us that we will take care of them. They send them over here knowing it may be years, if ever, before they see them again."

The unaccompanied children at the refugee center here are living as orphans in the midst of adults, the majority of whom are men in their 20s and 30s.

"That obviously presents some potential for problems," said Bette Matus, a Catholic Conference official responsible for the 150 unaccompanied children in this center. "We haven't had any reports of assaults or abuse, but we've got nearly 19,000 refugees here, and in any city that size, you can expect trouble sometimes."

Miss Matus and others here are sifting through computer printouts for the names of refugees with birthdates after 1962. When they find a name, they begin trying to track down the child within the camp.

THOUGH THEY may know the child's building number — refugees are living in the training barracks of a Pennsylvania National Guard camp — rarely do they find the child they are looking for on the first try. Like children everywhere, the young refugees enjoy strolling around the grounds, meeting others their own age, going to movies (all in English so far) provided by the camp, or just resting in the sun.

Three days ago, Miss Matus led one expedition into the camp, which is the same one used by Indochinese refugees five years ago. She stopped at a building where one member of her bilingual staff broadcast over a loudspeaker an appeal for certain children they believed to be unaccompanied to report for special processing.

A few turned up. One older man also turned up, his name having been called because his birthday was listed incorrectly on the computer printout.

As Miss Matus watched the half-dozen children board the Trailways bus that would carry them to the camp headquarters for questioning, her eyes caught another child also unaccompanied, whose name was not on the list of those to be interviewed at that time.

"LOOK," SHE said, shaking her head. "She must be 14 or 15. She's got on lipstick and is smoking cigarettes like crazy. She's already getting hardened. It's not good for the kids to stay in here too long."

Miss Matus' hope is that, by giving the unaccompanied children a head start in processing, they can be shipped out more quickly to relatives or to group homes, avoiding psychological damage. Without special treatment, the children would linger here for three weeks, she said.

The newspaper is the primary medium for informing the public about available housing and, as such, is an excellent resource for teaching about issues related to housing law. Information pertinent to housing law is especially prevalent in the news, feature and advertisement sections, which deal with topics ranging from housing codes and home financing to public housing issues and landlord-tenant relations. A variety of teaching methods can be used in addressing these topics, including discussion, debate, role-playing and research activities.

The following is a model lesson plan in the area of housing law. It is intended to serve as a springboard for teachers who are developing their own lessons and should not be copied verbatim. In developing a unit on family law using the newspaper and appropriate texts, the following terms should be emphasized. The teacher should encourage students to find other vocabulary words to add to the list.

LAW-RELATED TERMS IN THE NEWSPAPER

contract
contractor
deed of trust
eviction
foreclosure
housing code
landlord
lease
mortgage
mortgagee
mortgagor
tenant

Lesson Title:

Renovation and Housing Law

Objectives:

After completing this lesson, the students will be able to:

1. Discuss major provisions in the city or county housing code.
2. State at least two problems involved in revitalizing the city or county while maintaining fire and safety standards.

Materials:

Newspaper articles and Law-related texts

Model lesson — "Old Buildings Worry Safety Officials," St. Louis Post-Dispatch, Monday, June 2, 1980.

Procedure:

1. Have students find an article in the newspaper that deals with housing law.
2. Have students read the article. (See model lesson for examples.)
3. Have students identify the law-related issue brought out in the article.
4. Using the model lesson as an example, students could simulate a public hearing in which the Board of Aldermen, City Council, or County Council consider revising fire and safety codes in order to get tenants to move into downtown buildings. Students would assume the following roles:
   a. Members of the Board of Aldermen, Members of City or County Council
   b. Building Inspector
   c. Building Commissioner
   d. Public Safety Director
   e. Fire Captain
   f. Owners of buildings
   g. Tenants or potential tenants

Old Buildings Worry Safety Officials

By Charlene Prost
Of the Post-Dispatch Staff

While those spiraling, picturesque fire escapes on some downtown buildings may seem like treasures in sculptured iron from another era, city safety officials say they could be a catastrophe waiting to happen.

Many of them don't begin to meet today's safety standards, officials say. Some are in such bad condition, says building inspector Raymond Voight, that he gets "spooked" when he thinks about walking on them.

But the fire escapes aren't the only worry for safety officials. For example, they say:

— Some older buildings don't have enclosed, fire-protected exit stairwells that meet city codes.

— Sprinkler systems in some buildings are not working or only partly meet codes.

— Owners of some buildings are allowing tenants without occupancy permits to use and store hazardous and flammable materials.

— The building commissioner's office says it does not have the manpower to inspect every building for fire and safety code compliance.

— The fire marshal's office says its staff is inadequate to inspect standpipes or sprinkler systems, or to assure that all building owners have adequate evacuation plans for tenants.

"It's a sleeping giant," Building Commissioner Robert Volz said, "and it needs to be awakened so something can be done about it. If we ever had a fire in some of these buildings, we'd have a catastrophe out of this world."

While the problem has existed for years, officials are just beginning to grapple with it. The main impetus is the revival of downtown and the push to get tenants back into those vintage, underused buildings that are the worst offenders.

But officials find themselves in a dilemma. They want downtown buildings to meet fire and safety codes. But on the other hand, they know that repairs and changes needed to make many of the older buildings comply with today's codes are extremely costly. They worry that enforcing the codes will make some owners close

See SAFETY, Page 3

ST. LOUIS POST-DISPATCH Mon., June 2, 1980 3A

Scott Sims/Post-Dispatch

Conditions that worry fire officials abound in St. Louis. At left, a picturesque fire escape on a building in the 1600 block of Washington Avenue is considered dangerous because it is attached to a standpipe that firemen would use to pump water to upper floors in case of a fire. If pressed into use, it might dislodge, bringing the fire escape down. In photo above, Larry Powell (foreground) and city building inspector Raymond Voight examining rusted anchors on a fire escape on the same building. In photo at right, a bolt is missing from a standpipe on a building in the 1300 block of Washington.

Safety

■ FROM PAGE ONE

their buildings and evict tenants rather than take on the expense of alterations.

Public Safety Director Alphonse Jackson said that St. Louis might to consider a type of renovation code similar to ones in Boston, Baltimore and Cleveland. There, special provisions are made for owners of vintage buildings. The codes, Jackson explained, allow building owners to progress in stages toward adequate fire and safety protections.

That way, Jackson said, "They have a chance to develop their buildings at a rate that is affordable, and they get done what needs to be done."

Meanwhile, Volz said he has begun holding up occupancy permits for tenants who want to move into buildings that do not meet codes. So far, several requests for permits are pending. Volz knows, however, that the new policy will not fully resolve the problem. Tenants do not always ask the city for a permit before moving in.

Fire Capt. George Horne also is starting something new. He has an inspector who will visit high-rise buildings downtown to make certain that every owner has an evacuation plan in case of an emergency.

"We're supposed to be doing that at all the buildings," Horne said, "but I've only got one man for the whole city."

Horne says he doubts whether many building owners or tenants realize they are supposed to conduct fire drills every 60 days. "That doesn't mean you have to evacuate the whole building every 60 days. You can do a floor at a time," Horne said. "And the fire alarm system in every building should be checked every 30 days."

The city's fire-escape problem is exemplified by a graceful circular iron structure which rises on an 8-story building at 1627-1631 Washington Avenue. Three floors of the building, owned by Washington University, are occupied.

Beautiful as it is, the stairway is woefully narrow — less than 20 inches in width. It should be at least 44 inches wide to meet today's safety standards.

Moreover, parts of the escape are rusted and the inspectors think rust probably has eaten away at anchors inside the wall.

"One of our problems is that we don't have a way of testing, to see how much of a load it would hold," Voight said. "I can walk it. But that doesn't tell us what would happen if we had a lot of people trying to use it."

Parts of the fire escape, as well as others in downtown, were built over windows in a way that is unacceptable today. But that could be corrected with the installation of fire doors.

"Say there's a fire inside the building, and someone on the third floor opens the window and climbs out onto the fire escape," Volz said. "The fire would come out the window too. What do you suppose would happen to people trying to use the fire escape from the upper floors?"

John Biggs, Washington University's vice chancellor for administration and finance, said the university owns several older buildings and that it is "difficult to keep them working economically."

The dilemma, Biggs said, is that if the university made major capital improvements to meet today's codes, the rents would have to go up.

"If we had to raise the rent, we would probably lose the tenants," Biggs said.

Horne is concerned about all the standpipes he sees connected to fire escapes. Standpipes are what firefighters use to pump water to the upper floors of a building. Horne says his office does not have the manpower to be sure that all the standpipe downtown are in working order.

"With 120 pounds of pressure going up through a standpipe, if it's not in good condition, it could come off the building," Horne said. "And if the standpipe is attached to a fire escape, that might cause off, too."

There are problems inside the buildings as well as outside. While code requirements vary, most large office buildings are required to have two enclosed stairwells.

One stairwell inside the Washington Avenue building typifies the difficulties found in older structures. The stairway wraps around the elevator shaft. And on each floor, the entry to the stairs and the elevator is at the same place.

"That forms a perfect flue," inspector Voight said. And Volz added: "If fire ever got roof inside one of those, the building would go up like a Roman candle."

Horne said most of the older buildings met codes when they were built. "But that was 70 years ago or more," he said.

5. Each person should testify before the members of the Board of Aldermen or members of the City or County Council who, in turn, will vote on whether to revise the fire and safety codes. For added interest, have students who are not directly involved in the hearing assume roles of city or county residents. When the hearing is concluded, the members of the Board of Aldermen or members of the City or County Council would run for re-election and city or county residents would vote on whether to retain them in office, based on their decision and performance in the hearing. (NOTE: It would be helpful to have a copy of the city or county fire and safety codes for students to study. If a copy is not available, use a sample city housing code in the students' text — for example, Street Law, pages 157-160).

1. Have students talk to people who are familiar with the problems involved in revitalizing the city or county while maintaining acceptable safety standards. Resource people could include contractors who do a large amount of renovation work, representatives of neighborhood associations, city or county officials, firefighters, members of the Board of Aldermen or members of City or County council.
2. Over a period of time, have students collect newspaper articles dealing with housing law. Discuss what effect these newspaper articles have on the public, the housing industry, or government officials.

MODEL LESSONS

Stories about individual rights law can be found in every edition of the daily newspaper. "Beat" reporters regularly cover the federal, city and county courts, as well as the city and county police departments. In so doing, they generate a wealth of information that is useful in teaching about due process. An important part of any unit dealing with individual rights law is a study of the First Amendment. Newspapers are ideally suited to teaching about this subject, because they serve as examples of the strengths and limitations of the First Amendment guarantee of "freedom of the press." In addition, news and feature articles routinely focus on other concerns related to individual rights law, including free speech, freedom of religion, and right to privacy issues. A variety of methods can be employed in teaching this law-related area, including discussion, debate, role-playing, and research activities.

In the following pages, model lesson plans are given which address concepts related to individual rights law. They should not be copied verbatim but should serve as examples for teachers who are creating their own lesson plans. In developing a unit on individual rights law using the newspaper and appropriate texts, the following terms should be emphasized. The teacher may wish to make additions to the list.

LAW-RELATED TERMS IN THE NEWSPAPER

amendment
bail
bill of rights
constitution
due process
equal protection
establishment clause
freedom of the press
habeas corpus
libel
obscenity
prior restraint
ratified
search and seizure
slander
top secret

(NOTE: For an additional lesson on individual rights see the model lesson in Section I under News.)

Lesson Title:

Examination of Free Press-Fair Trial

Objectives:

After completing this lesson, the students will be able to:

1. Explain "freedom of the press."
2. State the privileges and limitations of First Amendment rights, as applied to the press.
3. State at least two ways in which a free press can pose problems for the constitutional guarantee to a fair trial.

Materials:

A daily newspaper and law-related texts

Model lesson — "Man Accused of Plot to Have Wife Killed," St. Louis Globe-Democrat, Wednesday, May 28, 1980.

(NOTE: This lesson should be preceded by a thorough discussion of the First Amendment — what it is, and the purpose for which it was intended. *Street Law,* pages 195-213, is a good resource on First Amendment rights.

Man accused of plot to have wife killed

By ANGELO CONSTANTIN
Globe-Democrat Staff Writer

A 41-year-old man has been charged with planning the contract-killing of his wife to collect more than $50,000 in insurance. A man allegedly hired for the murder told St. Louis County police of the scheme, authorities said.

Ronald C. Prince, of the 3000 block of Cole Brittanie Avenue, was charged with attempted capital murder in a warrant issued Tuesday by County Associate Circuit Judge Patrick Clifford, who set bond at $[illegible].

PRINCE'S ESTRANGED wife, Lucille, 38, was to be killed last weekend while Prince was out of town, police said.

The person hired to do the killing gave police a $200 check he said had been given to him Friday as part of a $10,000 contract for the killing, police said.

Prince, a North County insurance agent, was arrested by county detectives at his office about 9 a.m. Tuesday. He refused to make a statement, police said.

Detectives Thomas Murphy and Bill Carter of the county drug abuse unit reported receiving information in early April from a man who said he had been asked to kill a woman for $50,000. The officers said their informant told them he was unaware whether the man making the request was serious or just fooling him on.

IN THE FOLLOWING weeks, the informant again was contacted and police set up surveillance and taped conversations between the two men, police said.

The informant was told there was $50,000 in several insurance policies on Mrs. Prince, one with double indemnity for an accidental or violent death, police said.

The "hit man" was given a gun for the murder, Murphy said.

The contractor "also took our man around to where Mrs. Prince lived and worked to establish her routine," Murphy added. The informant was given pictures of the intended victim, police said.

Mrs. Prince, who lives in Berkeley, at first expressed disbelief to Sgt. Fred Pease, head of the drug abuse unit, on learning of the apparent murder plans.

"SHE DIDN'T WANT to believe it, but the more she thought about it, she began to look back on the events of the recent past," Pease said.

Mrs. Prince, a nurse and mother of three children, ages 8, 13 and 17, be married Prince last May. Two life insurance policies naming her mother as beneficiary were changed to name Prince as beneficiary, she told police.

Pease said a third insurance policy of $4,000 with a double indemnity clause for Mrs. Prince had been taken out by Prince during their marriage which ended abruptly in March, when Prince left her for an apparent reason, she told police.

After his arrest, Prince told police he had served seven years of a 45-year sentence for armed robbery and had been released from prison three years ago, Pease said.

Procedure:

1. Ask students to define "freedom of the press."
2. Give the class an opportunity to see a free press at work. Each student should receive a newspaper and be instructed to clip all articles that would not be permitted in a totalitarian society. Discuss the findings. Students should determine what effect the publication of each article had, and whether it was important to our society that the article was published.
3. Ask students if "freedom of the press" means that anything can be printed in the United States without reprisals (From the introduction of First Amendment rights, students should know that "freedom of the press" does not include the right to libel a person, to publish government "top secrets" that would be harmful to the country, or to publish material that the community considers obscene. The teacher should emphasize that the Supreme Court has ruled against prior restraints upon publication.)
4. Ask the class to consider a case in which "freedom of the press" must be balanced against the right of an accused person to a fair trial. Pass out a newspaper story as, for example, the model lesson article.
5. Ask students whether the accused person can receive a fair trail in light of publicity surrounding the case. (The class will probably be divided on the question, and a lively discussion should result. Students who feel a fair trial can take place will probably cite the reporter's use of the term "allegedly," the right to examine prospective jurors, and the fact that the newspaper article in question was not prominently played. Students who feel a fair trial is impossible will cite the publicity of a probable motive and previous criminal record of the accused, as

well as the large circulation of the newspaper. As students discuss the effect newspaper publicity has on a trial, they should also consider the effect on our society if such stories are not printed.)

6. Ask students how the right of the accused to a fair trial can be protected, for example, by transferring the trial to another location or sequestering the jury.
7. Have two students assume the roles of the prosecuting and defense attorneys, arguing for and against moving the case to another location. The class should vote on the decision on the basis of the two arguments, as well as on the students' understanding of First Amendment rights. Students should also discuss how the First Amendment is affected by moving the trial.

1. Have students use the newspaper to research other cases in which pre-trial publicity was an issue. They may wish to determine if any correlation exists between the location of the trial and the resulting verdict in the case.
2. Invite a journalist and an attorney with opposing views to debate questions about the effect of a free press on trial proceedings.
3. Have students find newspaper articles they think should not be published, and explain why. Students could note which articles they would print and which articles they would exclude if they were the editor or representative of government. What would be the effect of exclusion?

Lesson Title:

Separate But Equal—High School Contact Sports

Objectives:

After completing this lesson, the students will be able to:

1. Identify the legal principles of individual rights law as guaranteed by the U.S. constitution.
2. Recognize when rights have been or are being violated.
3. Identify and analyze conflicting rights.
4. Examine the implications of applying equal rights to sporting events.

Materials:

A daily newspaper and Law-related texts

Model lesson—"Boys, Girls on Same Team in Football," St. Louis Post-Dispatch, February 12, 1980.

Protection 1980

3. Next, have students brainstorm and comprise a list of groups or individuals who have been or are presently the target of discrimination. (Elicit reasons why in a free country that supports human rights there would be discrimination.)
4. Explain and discuss traditional or well-known areas of complaint or discrimination such as race, color, religion, ancestry, sex, and age. Solicit thoughts and ideas from students on some areas of discrimination that are being uncovered and publicized in the last several years.
5. Using the newspaper, have students find an article dealing with discrimination. (See model lesson for example.)

Boys, Girls On Same Teams In Football?

CINCINNATI (AP) — A federal appeals court today heard arguments on whether "separate but equal" is applicable to girls' participation in contact sports such as football and basketball.

A three-judge panel of the 6th U.S. Circuit Court of Appeals took under advisement arguments over an appeal of a 1978 decision by U.S. District Judge Carl Rubin.

Rubin ruled in favor of the Yellow Springs, Ohio, Board of Education which had protested a rule by the Ohio High School Athletic Association forbidding girls and boys from playing on the same team in contact sports.

"I'm afraid it is not my job to decide what is or is not appropriate for young women in the rough and tumble of life," said Charles Guerrier, attorney for the school board.

"We must be careful that when we put women on a pedestal, we also must not put them in a cage," Guerrier said, citing a Supreme Court statement.

Henry Mauer, attorney for the high school association which governs interscholastic athletics for about 1,300 secondary schools in Ohio, admitted under questioning that the rule was an example of the doctrine of separate but equal.

Mauer cautioned that there was a "real danger" that if girls were allowed to compete with boys and boys allowed to compete on girls' teams, the "boys will take over control of the sports and we'll be right back to where we were before."

"Shouldn't the strong — and the weak — be the classification rather than sex?" asked Judge Nathaniel Jones.

Mauer said the reason for the rule separating the sexes in contact sports is to "foster maximum participation among all students and at the same time prevent injury."

Guerrier argued that the key question was a local school board's right to design its own program in a way to meet the needs of its own students.

Procedure:

1. Review the Supreme Court cases, Plessy vs. Ferguson (1896), Brown vs. Topeka Board of Education (1954), and Title IX of Education Act Amendments (1972). (NOTE: Excellent resources for Supreme Court cases would be The Idea of Liberty.)
2. Have students briefly discuss the "separate but equal" doctrine and how the philosophy has changed over the course of history. (NOTE: A continuum might be used to point out the effect law has had on changing separate but equal to equal protection.) Separate But Equal 1896____Equal
6. Poll students on opinions regarding participation of girls in football and basketball programs (review Title IX).
7. Have students read model lesson article.
8. Put a chart on the board and have students list the positions of the two sides in the dispute. Discuss local rules on this issue. (Check with state high school athletic associations for local rules.)
9. Emphasize the possible advantages and disadvantages of victory for both sides in the dispute.
   a. What would be the result if girls and boys have to compete for positions on the same teams?

b. Is this really beneficial to one group?
c. Who will be harmed?
d. What is the law trying to achieve?
e. How much authority does a rule-making high school athletic association have?

Follow-up:

Have students debate the following issue: Does a local school board have the right to design its own program in a way to meet the needs of its own students?

Lesson Title:

Religion, Schools, and the First Amendment

Objectives:

After completing this lesson, the students will be able to:

1. Define "freedom of religion."
2. Formulate a position on a controversial issue.
3. Cite at least one way in which our rights come into conflict.

Materials:

A daily newspaper, Street Law, Idea of Liberty, and other law-related texts
Model lesson — "Patriotism Held Valid in School by Court Action," St. Louis Globe-Democrat.

Procedure:

1. Review the First Amendment and the history of "freedom of religion." (Street Law, 1975 edition, pages 204-206.)
2. Discuss "freedom of religion" and what that concept means to the class.
3. Ask students to look through the newspaper and find articles dealing with the First Amendment. (See model lesson for example.)
4. There are many ways to approach a lesson covering the First Amendment.
   a. Role-play:
      1. After reading and discussing the article for pertinent facts, students could prepare a list of questions they would ask Joethelia Palmer.
      2. Have a student volunteer to portray Joethelia Palmer.
      3. Using the prepared questions, have the class hold a press conference of Joethelia Palmer.
   b. Debate:
      1. Have students debate the issue: Should the Chicago school system have fired Joethelia Palmer?
      2. Students should take a stand on this issue but be able to switch sides if their position changes during the course of debate.

Follow-up:

Have students look through the newspaper to find instances in which the First Amendment — freedom of religion — conflicts with other constitutional rights. Discuss each case, asking students to determine how the courts would arrive at a solution to uphold each right. Students could then invite a lawyer to class to discuss recent court decisions on the First Amendment.

Patriotism held valid in school by court action

From Globe-Democrat News Services

WASHINGTON — The Supreme Court has upheld the firing of a kindergarten teacher who, for religious reasons, refused to teach the Pledge of Allegiance, the National Anthem and other patriotic subjects.

By refusing Monday to hear the teacher's appeal, the justices made final a lower court opinion

Related stories 6A

that patriotism is an important part of the public school curriculum.

Only Justice William J. Brennan Jr. voted to hear arguments in the case. The votes of four justices are needed to grant such review.

THE CASE OF Joethelia Palmer, who taught for one year in Chicago's Field Elementary School before being fired in 1977, charged school officials with violating her right to religious freedom.

Miss Palmer, a Jehovah's Witness, was hired in September 1976 as a kindergarten teacher. Shortly thereafter, she informed Florence Paskind, Field School principal, that her religious beliefs barred teaching "anything having to do with love of country, the flag and other patriotic matters."

For the 1976-77 school year, other instructors or parent volunteers filled in for Miss Palmer in teaching patriotism.

In September 1977, Miss Palmer received a letter from her principal ordering her to teach the Pledge of Allegiance, the words and music of "America," the words and music of other patriotic songs and to direct and conduct activities of holidays such as Columbus Day, Halloween and Thanksgiving.

MISS PALMER believes such activities are forms of idolatry, the worship of man-made images, banned by the Bible. In an Oct. 2, 1977 letter, she refused to comply with her principal's orders.

Her letter said such instructions would "damage my spiritual relationship with God, Jehovah (and) that (it) would damage my conscience serving Him."

Miss Palmer was fired, effective Dec. 23, 1977, by the Chicago superintendent of schools for "deliberate non-conformity with curriculum."

She sued the city's school board, but a federal trial judge dismissed the suit. Last Aug. 14, the 7th U.S. Circuit Court of Appeals upheld the firing.

THE APPEALS COURT said

Continued on Page 6A

Teaching patriotism upheld

Continued from Page 1A

Miss Palmer was not entitled to any "due process" hearing before her firing because she was not a tenured teacher. It added that her refusal to teach required curriculum was valid.

"... (Miss Palmer's) right to her own religious views and practices remains unfettered, but she has no constitutional right to require others to submit to her views and forgo a portion of their education," it ruled.

In seeking Supreme Court review, Miss Palmer's lawyers argued that "the state does not have the right to require a teacher to advocate that which he or she cannot do in good conscience."

The appeal added: "Neither the board of education nor the courts below have been able to show any danger to (Miss Palmer's) students. Rather, they have punished (her) for holding beliefs which are not the same as theirs.

"Such a decision, if allowed to stand, will have an unalterable effect of chilling the exercise of our most precious right — for odom of belief. Our Constitution would not allow such an insistence upon orthodoxy."

RESOURCES FOR TEACHERS

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Law in Free Society, Concepts of Authority, Privacy, Justice, and others. Law In A Free Society, 5115 Douglas Fir Drive, Suite 1, Calabasas, CA 91302

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